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Loyola University Bulletin

UNDERGRADUATE STUDIES

1977 1978

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Fall Semester: August 1
Spring Semester: January 1

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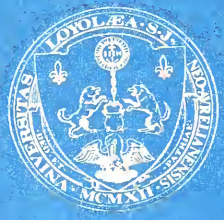

LOYOLA UNIVERSITY

in New Orleans is a Catholic institution that revolves around the Jesuit tradition of contributing to the liberal education of the whole person.

The university searches for those students
who are not satisfied with the ordinary,
but who thrive on
CHALLENGE.
Our purpose is to provide quality education
for a select group of students.

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, *Loyola University* in New Orleans still operates under its founding purpose of offering a liberal arts education on the undergraduate level to all who seek knowledge and truth.

Loyola University is accredited by the Southern Association of Colleges and Schools, the major accrediting agency for higher education in this area.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin or sex in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of nearly 4,500 students made up of approximately 3,300 undergraduates, 400 graduates and 800 law school students. Students attending the summer sessions number about 2,000.

The faculty numbers 256 providing a ratio of one faculty member for every 16 students. There are 27 Jesuits or other religious who teach.

The geographical diversification of Loyola's students is good. Nearly a quarter of the students permanently reside outside Louisiana and represent 48 states, the District of Columbia, and 20 foreign countries. Students also represent a wide range of social and economic backgrounds.

The campus is located in a residential area of New Orleans known as the University Section because Loy-

ola, Tulane University, and St. Mary's Dominican College are located within a few blocks of each other.

Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, Loyola faces Audubon park directly across the avenue. The 19-acre campus is a collection of beautiful Tutor-Gothic buildings and good modern architecture.

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PROGRAMS OF STUDY

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Communications
Drama
Economics
English
French
German
Greek and Latin
History
Journalism
Philosophy
Political Science
Psychology
Religious Studies
Russian
Social Work
Sociology
Spanish
Speech
Visual Arts

Bachelor of Fine Arts

Drama and Dance

Bachelor of Science

Biology
Chemistry
Computer Science
Dental Hygiene
Education (Elementary)
Education (Secondary)
Education (Physical)
Engineering
Mathematics
Medical Technology
Physics
Pre-Dentistry
Pre-Medicine

COLLEGE OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Accounting
Economics
Finance
General Business
International Business
Management
Marketing
Pre-Law

Bachelor of Public Administration

Public Administration

Associate of Arts in Business Administration

COLLEGE OF MUSIC

Bachelor of Music

Instrumental
Harpsichord
Jazz Studies
Music Therapy
Piano
Piano Pedagogy
Organ
Theory and Composition
Voice

Bachelor of Music Education

Instrumental
Instrumental and Vocal
Piano
Vocal

PRE-PROFESSIONAL PROGRAMS

Pre-Dentistry
Pre-Medicine
Pre-Pharmacy
Pre-Law

CITY COLLEGE (Evening Studies)

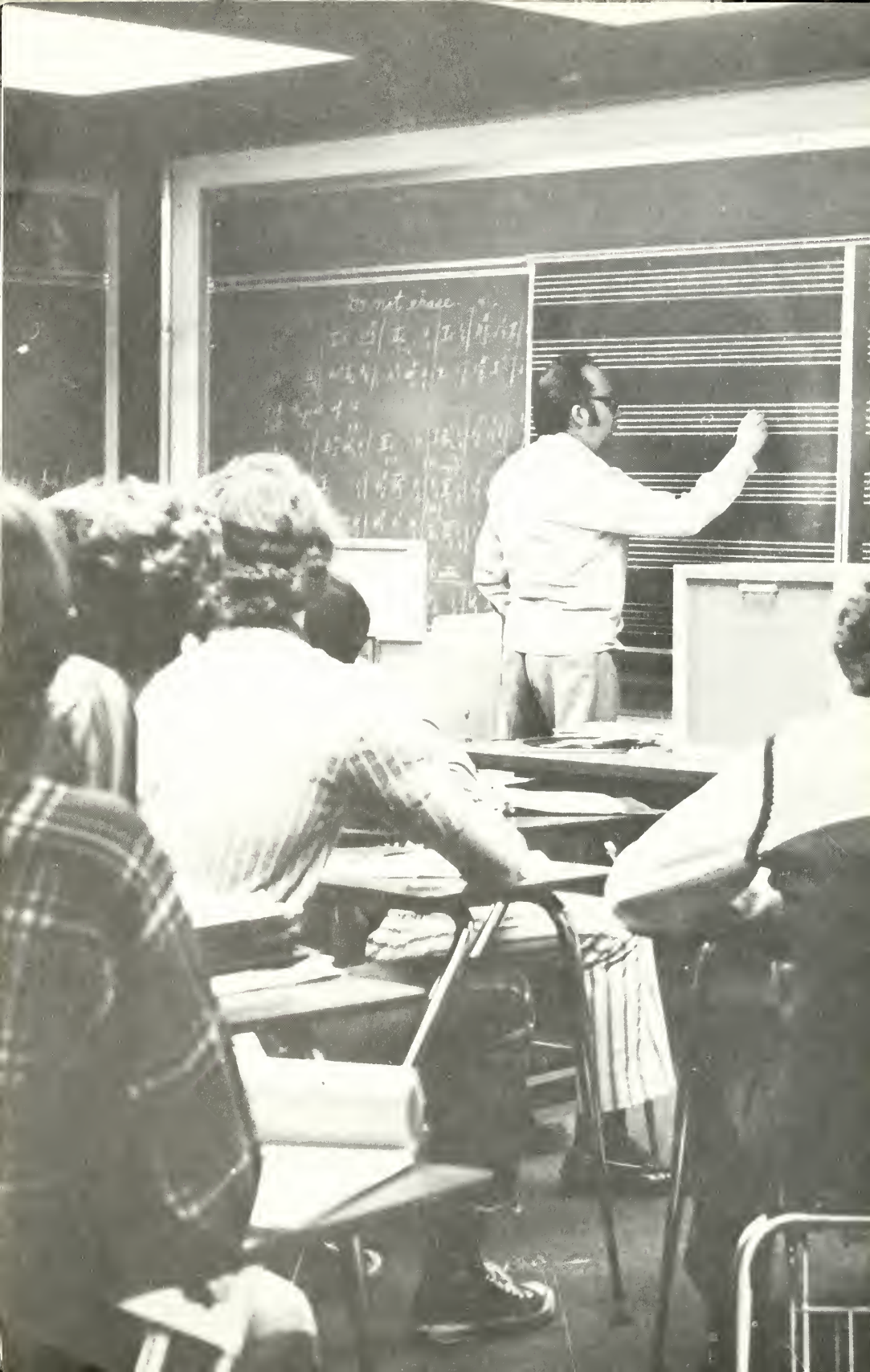
Bachelor of Arts in Business Administration
Bachelor of Criminal Justice
Bachelor of Liberal Studies
Bachelor of Social Studies
Associate of Arts in Business Administration
Associate in Social Studies
Associate in Criminal Justice

SCHOOL OF LAW

Juris Doctor

GRADUATE DEGREES OF THE COLLEGES

Master of Education in Guidance and Counseling
Master of Education in Reading
Master of Education in Administration
Master of Education in Elementary Education
Master of Education in Secondary Education
Master of Education in Educational Communications
Master of Music Education
Master of Music in Music Therapy
Master of Business Administration
Master of Science in Biological Sciences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LOYOLA
searches not just for students,
but for young men and women
who have
imagination,
initiative,
intelligence,
and character.

GOALS OF LOYOLA[1]

LOYOLA IS A CATHOLIC INSTITUTION

Loyola is committed to the ideal that the Christian gospel presents a world view which can be integrated into the thought of any age. The gospel is not wedded to any given philosophy, science, art, or politics. The world view rooted in the gospel is stable throughout the ages, although its form may vary with the times.

The person is central in a Catholic college. It is the task of a Catholic college to equip a man to know himself, his world, his potential, and his Creator. To perform this function properly it must strive to be one academic community in quest of truth, a community composed of administrators, faculty, and students; both laymen and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It will, therefore, be made up of many whose modes of commitment to Christianity and university aims differ: of those religious men and women who have dedicated their lives to the Christian faith commitment, of those who live the Christian faith commitment without a special calling, of those who live non-Christian faith commitments, and even of some who live no faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic college — each in his own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking this quest in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of man, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of others who seek the truth will not find a home here.

The Catholic institution must foster among its students, its faculty and the larger community a critical sense. To think critically, one must have a place to stand. Loyola stands on its Catholic commitment. Its commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should achieve excellence in theological instruction and scholarship. Catholic teaching should be present in some structured way, not in order to foster a uniform system of thought but to give theology its true place among the disciplines of higher learning and to aid the student to form his own world view.

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[1] Excerpts from Goals of Loyola University, revised July 1973.

It is paradoxical that rapid change is a permanent feature of American life. Education should equip a student to meet the rapid developments he will encounter and should enable him to make value judgments as values undergo constant scrutiny. It is the tradition of the Society of Jesus to discern what is good and true in the movements of history. Loyola, as a Jesuit institution, pledges itself to educate its students to meet change with equanimity, good judgment, and constructive leadership. Innovations in the direction of a more Christian and rational structure for society are expected of the Loyola University community, its alumni, and its friends.

LOYOLA IS AN UNDERGRADUATE INSTITUTION

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the undergraduate formation of its students. The years of undergraduate formation are years in which a student broadens and deepens his convictions. All planning and efforts, therefore, are to be centered on the achievement of superiority in undergraduate education.

Loyola is aware of the great need for innovation in undergraduate education due to the increased importance of the verbal-visual aspects of our culture, the ready availability of information banks, the inability of ordinary courses and structures to meet problems of personal growth, and the importance of non-cognitive elements in education. Because of her size and private status, Loyola is in a unique position to start experimental programs and try new approaches in undergraduate and professional education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

LOYOLA'S RESPONSIBILITIES TO ITS COMMUNITY

Her impact on the community will be in direct proportion to the number of leaders whom she produces. Leadership is the result of thorough discipline and competent training in theoretical areas.

In her readiness to undertake her duties to the community around her, Loyola will best serve in those ways which fit harmoniously with her primary purpose — excellence as a Catholic undergraduate college.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people, black and white, so that together they may build a richer future for their children. This can be done, for example, through programs which prepare the underprivileged for college life.

Loyola should increase and make more effective her ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good start.

A portion of the study of fields such as business and the social or behavioral sciences should be done off campus, with students examining and working in institutions and agencies actually practicing in these fields. Such study is an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

LOYOLA IS A COMMUNITY OF SCHOLARS

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, faculty are in contact with centuries of accumulated wisdom and are conscious of the need to shape this wisdom for a new day. Loyola graduates, by reason of their formative contact with this community, should he conscious of the achievements and failures of all of human history, particularly those of their own culture and time. They should nonetheless be capable of principled judgment in the face of complexity and ambiguity; and humanely keen — or divinely moved — to leave behind them a better world than they found.

Such a mission cannot be accomplished in our day except by a community drawn from many religious, ethnic, and cultural backgrounds. It can he accomplished only by a firm, vigorous, and dynamic undergraduate program in the arts, humanities, and sciences. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Academic departments are encouraged to collaborate in the formation of curriculum and programs. Here the College of Arts and Sciences is essential, and all other schools and programs subserve this general aim.

In sum, Loyola wishes to provide those services which will help the developing human person become more aware of the problems of the society in which he lives and of his ability to correct these problems — a person who has firm moral convictions regarding his obligations to himself, to his fellow men, and to God, and who has the moral self-reliance to live up to his obligations.

PRIORITIES INVOLVING STUDENTS

Today's educational climate demands that students accept greater responsibility in determining policies, programs, and curricular requirements. The university should strive to increase student involvement in the planning of their education and the shaping of their environment. Committees involving student affairs should be updated and their jurisdiction made clear. Since graduates are judged by their college of origin, it is proper that students be given an active responsibility in determining policy in areas of direct concern to themselves.

In keeping with Loyola's commitment to educational excellence, plans should be developed with a view to seeding the student population with exceptional students. Brilliant, gifted, ambitious students will attract other good students and faculty and stimulate all to greater efforts.

As a Catholic institution, Loyola also maintains a strong commitment to the average and disadvantaged student. She should continue to take 15 to 20 percent of her students from risk categories, e.g., culturally deprived students. Mindful of the university's historical commitment to the academically qualified and to the financially needy, Loyola will strive to balance ability and need in making its financial awards.

Planned enrollment and geographic distribution will enable Loyola to devote an increasing part of its resources to reinforcing and developing

those facilities and programs needed by its students. Those programs which aim at strengthening the student's social, cultural, and academic environment outside the classroom should be similarly supported, with specific emphasis given to departmental student organizations, student government, and student broadcasting and publications.

PRIORITIES INVOLVING CURRICULUM

Loyola's commitment to superior undergraduate education demands steady exploration in and experimentation with the shape of the undergraduate curriculum. It is the curriculum which provides the student, faculty, and administrator with a common reference system for the pursuit of academic excellence and scholarship.

Curricular reform should be planned and conducted by combined student-faculty committees working in cooperation with the dean of their college.

University and college requirements are incorporated into a common curriculum, shared by all undergraduate degree programs. The purpose of this common curriculum is to guarantee a liberalizing education. The common curriculum should reflect Loyola's status as a Catholic institution. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from mindless conviction and commitment. Every degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

College course requirements should ensure that an undergraduate receives instruction in the traditional areas of the arts, humanities and the sciences, regardless of his major field of study. Because of differences in the primary mission of the undergraduate colleges, there may be differences in the degree of non-specialized exposure in the various colleges.

The curriculum of each major degree program helps the student to discover his abilities and to place himself properly within his chosen field of study. A minimal number of major courses should be demanded by each program to prevent overspecialization and saturation of the student. Periodic reviews of the major degree requirements should be conducted.

Historically, education in the physical and life sciences has held an important place at Loyola. Today, man must exercise that control of his environment which is possible through the use of the processes and instruments of the scientist. With many patterns of thought in our time grounded in the methods employed by the sciences, college graduates should be exposed to the disciplines of the positive sciences.

The ideal undergraduate curriculum includes electives and a cohesive force or binding agent to ensure thorough blending of required courses. Loyola has made effective use of independent study and research projects to provide such a binding force and to enable the student to concentrate his knowledge and talents.

Loyola will continue its tradition of close student-faculty contact. Such contact has always constituted the basis of genuine education.

ADMISSION

Director: Dr. Bernard A. Loposer
Admissions Counselors: Robert Intrieri, Francesca Roberts, Suzanne M. Toppino, and Rebecca Whitten

Qualified applicants may enroll at the beginning of either the fall or spring semester, or the summer session.

Requests for information and application forms for both undergraduate and graduate studies may be obtained by writing the Office of Admissions, Loyola University, 6363 St. Charles Avenue, New Orleans, La. 70118 or calling them at (504) 865-3240.

Deadlines for application for undergraduate admission are August 1 for the fall semester and January 1 for the spring semester.

ROLLING ADMISSIONS PLAN

Decisions regarding admission are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary materials. If admission is deferred, the applicant will be considered again. For applicants to the freshmen class, an admission decision will be based upon a six semester high school transcript, ACT or SAT scores, the recommendation by the high school principal or counselor, and rank in one's class. It is the applicant's responsibility to have more recent test scores, if any, and the final high school transcript forwarded to the Office of Admissions.

KINDS OF ADMISSION

There are six kinds of undergraduate admission:

FRESHMEN — Applicants who have never attended any college or university as a regular student. Also, applicants who have attended college but who have earned less than 24 hours of credit are considered freshmen.

TRANSFER STUDENTS — Applicants who have at least 24 hours of college credit at one or more colleges or universities.

INTERNATIONAL STUDENTS — Applicants who are not U.S. citizens.

TRANSIENT STUDENTS — Applicants who wish to earn credit but not pursue a degree from Loyola.

READMISSION STUDENTS — Applicants who have previously been regularly enrolled at Loyola.

NONCREDIT OR AUDIT STUDENTS — Applicants who will receive no college credit for their college course work.

For details on admission read the information below as it applies to your particular situation.

FOR ALL APPLICANTS

INTERVIEWS — Although a personal interview is not required, a visit to the campus by the applicant is encouraged. Applicants for the fresh-

men class and their parents are especially invited to visit the campus. Appointments for interviews should be made in advance with the Office of Admissions.

MEDICAL REQUIREMENTS — A medical release must be signed by the applicant or an applicant's parent or guardian, if under 18 years old. Additionally, all applicants and all students being readmitted to Loyola must complete the *Medical Datamation* forms. All forms should be completed soon after the letter of acceptance is received so that the Student Health Office receives it by August 15. A tuberculin skin test or chest x-ray is required within one year prior to admission. Final acceptance is contingent upon a satisfactory health report. The university may require additional testing or examination of applicants where it appears in the best interests of the applicant and/or the university. An applicant may be refused admission to Loyola on the recommendation of the university's Health Committee.

Students enrolled for less than 12 semester hours are not required to complete the medical reports, but encouraged to do so. Those who do not complete these medical forms cannot be treated by the staff of the health office.

EXTENSION AND CORRESPONDENCE CREDIT - Extension and correspondence credit earned at other institutions is not accepted by Loyola as credit toward a degree.

MILITARY SERVICE CREDIT — Loyola grants credit for military service and for certain courses taken while in the military. Credit is given in accordance with policies established by the Commission on Accreditation of Service Experiences of the American Council on Education. Individual requests should be directed to the attention of the Office of Admissions.

FRESHMEN

Admission to the freshman class represents a selection based on the personal and academic records of the applicants. The Committee on Admissions examines the high school record, national tests scores, the record of activities in the high school, and other evidences of the applicant's character, maturity, and all-round ability.

This evaluation is devised to select a student body with high standards of scholarship, personal character and serious educational aims, without regard to sex, race, or creed. Specific admission requirements have been established, and these requirements govern the selection process of the committee.

Academic Requirements

A candidate for admission must present a transcript of his work from an accredited secondary school and the recommendation of the principal or guidance counselor. The record must show grades indicating intellectual ability and promise; the pattern of courses should show purpose and continuity and furnish a background for the freshman curriculum.

Instructions For Making Application

1. Application forms should be requested from the Loyola Office of Admissions at the end of the junior year or early in the senior year in high school. There is no priority based upon the date of application, but the deadline for receipt of the formal application and the $15.00 application fee is August 1. While late applications may be accepted under special circumstances, candidates are urged to file their applications as early as possible in the fall.

2. Arrangements must be made by each applicant to take the regular test of the American College Testing (ACT) Program (preferred) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board. Information and application forms for the ACT may be obtained by writing to the American College Testing program, Box 414, Iowa City, Iowa 52240. To apply for the SAT write to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701. The above materials may also be available from your high school guidance office. The tests should be taken no later than May of the senior year.

3. The appropriate high school office should be requested to send the official transcript to the Office of Admissions as promptly as possible after the beginning of the first semester of the senior year. This record should include the courses scheduled for the fall term of that year.

4. A nonrefundable fee of $15.00 is charged for making application. An acceptance deposit of $100.00 is required upon acceptance of the offer of admission. Additionally, students desiring residence hall accommodations are required to forward $50.00 as a housing deposit. These deposits are not refundable but are credited to the student's account in the Office of Finance, and the amount is deducted from the expenses for the fall semester.

5. Those applying for entrance to the freshman class who wish to begin studies in June rather than September should check the proper space on the admission form. No additional application is necessary.

6. A student's final eligibility is contingent upon receipt of a satisfactory report on the *Medical Datamation* forms.

Early Entrance

Certain students who are recommended by their high school principals and are considered by the Committee on Admissions to be ready for college work may be admitted immediately following the completion of the junior year in high school. This program of admission without high school diploma is intended to serve applicants of unusual promise who will benefit from beginning their college careers a year early. The Committee on Admissions may require additional examinations over and above those normally required for entrance and may make use of any other criteria, such as maturity and motivation, which may seem desirable.

Open Seat Program

The Open Seat program allows high school students in the New Orleans area the opportunity to enroll in classes where space is still available after the close of official registration. The program is directed by the Assistant Dean of the College of Arts and Sciences who is liaison between the student and campus administrative officers, and the student and the high school. Generally, all introductory level courses in the Colleges of Arts and Sciences, Business Administration, and Music are available if space permits after registration. Night courses are not available. Advanced courses may be taken with the permission of the dean and the student's high school principal.

Cost is $25.00 per course. The student attends all classes, takes all exams, writes all papers, and meets all other requirements for the course in which he is registered. After payment of tuition and completion of the course, official transcripts are issued upon written request.

A student enrolled in high school may, with approval from his principal, register for credit as a high school transient at Loyola. Usually, attendance under this provision is in the summer between the junior and senior years of high school. However, Loyola occasionally allows concurrent enrollment in one of the regular semesters.

Course Credit and Advanced Placement

To encourage freshmen to begin their college studies at an appropriate level, Loyola allows the exceptionally well prepared applicant an exemption from one or more freshmen level courses. The student may or may not receive credit for the course or courses depending on the area of the exemption. With an exemption from freshmen level course work, a student may elect to be placed in a more advanced level course.

CEEB ADVANCED PLACEMENT PROGRAM — The College Entrance Examination Board administers the Advanced Placement Program in selected high schools. These tests measure achievement in college level courses which when completed prepare students for advanced studies in college. CEEB annually sends the university information on students who have participated in this program and the dean determines the amount of credit to be awarded.

COLLEGE LEVEL EXAMINATION PROGRAM — This program, administered by the Educational Testing Service, offers two types of standardized examinations to measure college level academic achievement through traditional and nontraditional modes of learning.

The CLEP examinations are:

1. General Examinations in five basic areas of a liberal arts education: English composition, humanities, mathematics, natural sciences, and social sciences-history.
2. Subject Examinations in 29 specific and undergraduate type subjects. Some examples are: American government, analysis and interpretation of literature, English composition, general chemistry, general psychology, geology, introductory calculus, introductory economics, introductory sociology, money and banking, statistics, tests and measurements, and western civilization.

Additional information on both examinations are in the dean's office. Scores necessary for credit are also available.

The university will accept up to 30 semester hours of advanced standing for work done through CLEP. In accordance with accrediting regulations, no student may have more than 25 percent of his degree work fulfilled through nonmatriculation advanced standing.

SCOPE

The Special College Orientation for Personalized Education (SCOPE) is a program of special admission and academic support which adds some flexibility to regular admission requirements. Through SCOPE, students who make low scores on the Scholastic Aptitude Test or the American College Test, or those whose academic record does not show their full potential, may qualify for college. The SCOPE student receives tutoring, counseling, and remedial courses to prepare him for regular college studies. Selected students are invited to the campus during the first summer session to participate.

TRANSFER STUDENTS

Students are admitted upon presentation of satisfactory credentials from an accredited college. Those wishing to apply for admission should submit transcript of credits and applications to the Office of Admissions at least one month before the opening of a semester.

In order to be considered for transfer to Loyola, an applicant must satisfy the following conditions:

1. Be in good standing at the institution last attended.
2. Have, at the college(s) previously attended, a C cumulative average.
3. Request that official transcripts from the college attended be sent to Loyola.
4. Plan to attend Loyola for at least two semesters of full-time work; it is necessary that a student earn at least 32 semester hours in residence, 15 of which must be in one's major field.

Credits earned with a grade of D will be accepted by the university. However, the extent to which they may be applied to degree requirements can be determined only by the dean of the student's college.

Students who have attended or graduated from nonaccredited colleges should contact the Office of Admissions for information on the acceptance and validation of credits.

INTERNATIONAL STUDENTS

International students must comply with the basic admission requirements established for freshmen and transfer students. In addition these applicants must satisfy all provisions of the US Immigration Act.

Applicants whose primary language is not English must show a proficiency in English adequate for university level study by 1) scoring at least 500 on the Test of English as a Foreign Language (TOEFL) or 2) by a satisfactory score on an examination administered by Loyola's International

student advisor. For TOEFL information write directly to Educational Testing Service, Princeton, New Jersey 08540.

Applicants who are otherwise qualified but whose TOEFL score is below 500 should plan on further English study before entering Loyola on a regular basis. Details of offerings in intensive English instruction at Loyola may be obtained by writing to the Office of Admissions.

TRANSIENT STUDENTS

Students of other colleges who wish to earn credit at Loyola may enroll as transient students. They should secure approval in writing from their academic dean. The approval should include a statement of good standing and it should be submitted with the application forms to the Office of Admissions.

READMISSION STUDENTS

Students previously registered at Loyola who were not registered during the immediately preceding semester (summer session excluded) must apply for readmission.

Those who have previously attended Loyola and have not attended any other college since leaving, need complete only the application for admission, the processing sheet, and medical forms. No other forms or credentials are required.

Students who have attended another college since leaving Loyola must have transcripts from any and all other institutions attended sent to Loyola. Additionally, they must have the *Transfer Clearance* form completed and sent to Loyola.

If the student applies as a degree candidate, but was previously registered as a nondegree student, he must have complete transcripts sent to Loyola as would a new freshman or transfer student.

Applications for readmission are considered on the basis of current regulations. The application fee is waived for students applying for readmission who were registered as degree candidates at the time of their last registration and have not since registered at other institutions.

NONCREDIT OR AUDIT STUDENTS

Those who wish to enroll for no credit need only complete the application for admission and processing sheet and send them to the admissions office.

TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 60 percent of the actual cost of operating Loyola for one year. The other 40 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty and staff, WWL-AM-FM-TV employees, foundations, corporations, and a small university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid. Applications for financial aid are included in the application packet. Additional forms may be obtained from the Financial Aid Office.

TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees, or other charges printed herein.

TUITION

A&S, BA, Music Undergraduates	
Full-time (12 sem. hrs. or more)	$1,050.00 per sem.
Part-time (11 sem. hrs. or less)	66.00 per sem. hr.
Summer Session	52.00 per sem. hr.
City College Students	47.50 per sem. hr.

FEES

For Beginning Students	
Application fee-undergraduates (not refundable)	$ 15.00
Acceptance deposit (applicable to tuition but not refundable)	100.00
For All Students	
University Center fee	
Full-time students	17.50 per sem.
Part-time students	12.50 per sem.
Summer Session	5.00 per session.
Student Government Association fee	
Full-time students	5.00 fall sem.
Part-time students	2.50 fall sem.
Contingent fees	
Registration for degree only	25.00
Overload fee for each hour over 20	66.00 per sem. hr.
Late registration	20.00

Late payment	20.00
Add/Drop a course	5.00 per course
ROTC deposit	25.00
Student teaching fee (part-time students only)	100.00 per sem.
Transcript	2.00[1]
Credit by examination	15.00
Student Health Insurance (cost varies).	42.00 per yr.
For Graduating Seniors	
Graduation fee	25.00
In absentia fee	5.00
Cap and gown rental (cost varies)	9.00

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged.

TUITION REMISSIONS

FAMILY DISCOUNT — A remission of $100.00 per student for two or more dependents of the same parents is allowed during the fall and spring semesters. No remission of tuition is allowed during the summer.

TEACHER DISCOUNTS — A remission of 20 percent of the tuition is allowed to full-time teachers from accredited elementary and secondary schools. To apply, a letter from the principal of the school written on official school stationary must be submitted to the Office of Scholarships and Financial Aid. This letter must give the applicant's name, social security number, teaching or specialty area, and state that the applicant is a full-time teacher for the academic year for which the tuition remission is being sought.

RESIDENCE HALLS

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

Room Rates

	Double Room	*Single Room*
Biever Hall (Men)	$373 per sem.	$473 per sem.
Buddig Hall (Women)	$398 per sem.	$548 per sem.
Room Guarantee deposit (not refundable but applicable to room rent)[2]	$50.00	
Men's Residence Council fee	3.00 per sem.	
Women's Residence Council fee	5.00 per sem.	

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. The university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations and on reservations is provided in the chapter titled *Student Life*.

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[1]If more than one transcript is requested at a given time, the cost for each additional transcript will be only $1.00.

[2]This deposit is credited to the student's room charge. It is not refundable if the student cancels the housing request.

Meal Plans (Board)

Loyola's meal program is voluntary. Those who want the program may contract on a semester basis for one of four meal plans. For information on the meal program write Saga Food Service, Loyola University, 6363 St. Charles Ave., New Orleans, La. 70118 or phone 865-2127.

10 meals per week ..... $311.00 per sem.
14 meals per week ..... $332.00 per sem.
19 meals per week ..... $350.00 per sem.
Cash Economy Cards ..... $100.00, $200.00, $300.00 per sem.

Because the board program is voluntary, students are not billed for it as is the case for tuition, fees, and room charges. Checks or money orders for one of the four meal plans must be made payable to Loyola University but given directly to Saga Food Service, who manages the program for Loyola. Payments may be mailed to Saga Food Service prior to registration or may be given to the food service company during the registration period. Cash Economy Cards may be purchased at registration or during the semester.

The above rates for meals are based upon costs for the 1976-77 academic year. Because of the uncertainty of the economy and budgetary projections, Loyola reserves the right to increase charges printed above.

BILLING AND PAYMENT POLICY

Students are mailed a bill for the tuition, fees, and room charges. New freshmen students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to registration.

This statement indicates the date by which full payment must be received by the Finance Office. Students paying after this date will incur a late payment fee. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned NSF also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been discharged or until satisfactory arrangements have been made with the Vice President for Business and Finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied.

MONTHLY PAYMENTS

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

The first plan is a deferred payment, revolving credit plan whereby the parent or student contracts with Tuition Plans, Inc. to finance all or a

part of the annual expenses and repay the amount borrowed on a 12 month basis.

The second plan is a prepaid plan which enables the parent or student to budget payment of required charges before the school year begins. Payments begin five months prior to fall registration and continue for ten months. This plan is offered by Educational Funds, Inc.

Descriptive literature concerning these plans will be sent upon request to the Finance Office.

REFUND POLICY

TUITION — Students who withdraw from the university or from a course are entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of the Registrar. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the Registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following basis:

1. If formal notice is received within one week after the beginning of the semester a refund of 80 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester a refund of 60 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester a refund of 40 percent of tuition is made.

Students entering the armed services will be given a full tuition refund regardless of the elapsed time since the beginning of the semester. The enlistment papers must be presented to the Finance Office.

4. No refunds are allowed after the fifth week of classes.

ROOM — Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

MEALS — Students may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

FINANCIAL AID

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

Loyola's scholarship and financial aid policy is to furnish recognition to the superior student and necessary assistance to the needy. The university attempts at all times to match ability with need. In all instances where need is indicated, Loyola will use all resources available to provide sufficient funds to allow the student to attend Loyola. In instances where there is little or no need demonstrated, Loyola attempts to reward academic achievement with appropriate scholarship awards.

KINDS OF FINANCIAL AID

There are four kinds of financial aid at Loyola as at most colleges and universities. They are 1) scholarships, 2) grants, 3) loans, and 4) jobs. Let's take a look at each.

SCHOLARSHIPS are for superior students and are given for academic ability. All undergraduate students are eligible for scholarships. The amount of money a scholarship pays varies greatly and may range from $500 to $1,500 annually.

GRANTS are similar to scholarships. But they differ in that grants are awarded to students based mainly on substantial financial need. Academic ability is only a minor consideration in awarding grants. Like scholarships, all undergraduate students are eligible for grants regardless of the area of study. Money for grants come from federal, state, and institutional sources and may range from a low of $200 to $1,400 annually. The amount depends upon one's need for assistance. The greater the need the greater the opportunity for a grant.

LOANS differ greatly from scholarships and grants and mean just what the name implies. It is money that is *loaned* to a student and must be paid back. Repayment begins nine months after one leaves school. Approval of loans are based solely upon a student's need. Academic ability is only a minor consideration.

There are three kinds of loans.

The first is a campus-based federal loan. This loan program is administered on campus by the university. It can provide up to $1,200 per year. Interest on this loan is three percent. In some cases full repayment of the loan may be reduced through teaching.

The second is a federally insured loan handled through a bank. Upon the recommendation of a financial aid officer, a student selects a bank of his choice in which to apply for the loan. Because repayment of the loan is guaranteed by the federal government, it is easily available. It can provide up to $2,500 per year. Interest on this loan is seven percent.

The third is a state guaranteed loan. Such loans are available in most states, Louisiana included. The major restriction on state guaranteed loans is that the student must be a resident of the state which has a loan program. But a student may attend school in any state he desires. In Louisiana a student may borrow up to $1500 per year. Interest is seven percent.

All loans accrue interest and must be repaid. In the case of all of the three kinds of loans explained above, the government pays the interest accrued while the student is in school and for a period of nine months immediately after he leaves school. Payments on the principal and interest begin in the tenth month after a student graduates or ceases to be enrolled in school at least half time (six semester hours). Except for hardship cases, the minimum payment is $30 per month with a ten year repayment period.

JOBS are self explanatory. There are two kinds of programs.

The first is the federally funded work-study program. Students are selected for work based solely upon need and work either 7½ or 15 hours per week on campus doing office or library work, research, or assisting professors.

The second is university funded student assistantships. Need is not always a factor in selection of students for work in this program.

MAKING APPLICATION

An application for financial aid is part of the application packet. Complete the application for admission first. Then complete the application for financial aid. Be careful as submission of inaccurate or false information will result in loss of all financial aid opportunities. A copy of the federal income tax return is required. Once submitted, the application for financial aid cannot be returned, but will be held in the strictest of confidence. Send scholarship and financial aid applications and supporting documentation to the Office of Scholarships and Financial Aid. Preference is given to those who apply before April 1.

An official response on your financial aid application is dependent upon the action taken on the application for admission. For this reason it is important to apply early and follow through in getting your back-up admission materials in. Loyola can supply you with an admissions decision soon after you apply and get all admission materials in.

When accepted, action is taken on your financial aid application. You can expect a response on your financial aid application within two weeks after you are accepted.

WHAT AID DOES ONE APPLY FOR?

There is no need to apply for any specific kind of scholarship or financial aid. In fact, application for a specific kind of assistance is discouraged with three exceptions. They are 1) Basic Educational Opportunity Grants, 2) music scholarships, and 3) ROTC scholarships.

For the Basic Educational Opportunity Grant, application must be made to the federal agency directly. High school students may get information on this from their high school counselor or from the Loyola Financial Aid Office.

Scholarships in music are awarded directly by the College of Music. These scholarships are given for ability, need, and talent. Application should be made directly to the dean of the College of Music.

ROTC scholarships provide for tuition, fees, books, and other required expenses, except room and board. For details consult the index under *ROTC Scholarships* for the page where such scholarships are described.

The financial aid officer is knowledgable by training and experience to give applicants the best and most assistance possible. Oftentimes this will include a combination of the four different kinds of financial aid — scholarships, grants, loans, and jobs. A typical financial aid package is made up of two, three, and, all four kinds. Thus, it should be obvious that the financial aid officer is the best person for putting together an often complex, multi-assistance financial aid package.

HOW MUCH CAN ONE EXPECT?

How much one receives depends upon what a person's need is. Need is the difference between what the student and the family can reasonably

be expected to pay and the cost of education. Loyola bases the student/family contribution upon information on the financial aid application and the copy of the tax return supplied with the application.

ACADEMIC REGULATIONS

KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices, and official instructions given to students.

At registration, it is understood that both the student and the student's parents or guardians agree that the student will be governed by the university regulations and will abide by decisions made by proper authorities of the university regarding the individual student.

ATTENDANCE

Each instructor must announce at the beginning of the semester how attendance in his class will affect his grading. Specifically, the instructor may judge that attendance in class is imperative and demand adherence to the policy that a student is liable to receive an F at the discretion of the instructor if he misses 15 percent of his classes.

Freshmen and probationary students, and City College students are liable to receive a failing grade if they miss more than 15 percent of their classes for any one course.

GRADES

All work is graded by letters and interpreted as follows:

A Excellent. This grade is assigned 4 quality points per semester hour.

B+ Good. This grade is assigned 3.5 quality points per semester hour.

B Good. This grade is assigned 3 quality points per semester hour.

C+ Average. This grade is assigned 2.5 quality points per semester hour.

C Average. This grade is assigned 2 quality points per semester hour.

D+ Minimally Passing. This grade is assigned 1.5 quality points per semester hour.

D Minimally Passing. This grade is assigned 1 quality point per semester hour.

F Failure. No quality points are assigned.

I Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade must be made up within six weeks after the end of the term in which it was incurred. After six weeks an I grade automati-

cally converts to an F unless the dean of the college authorizes an extension.

P Pass. In addition to work graded by letters, the university offers a pass-fail provision for University Fellows (See Honors and Privileged Studies). Grades of F in pass-fail are counted as valid F grades. Grades of P are not counted toward quality point averages. In the event that the student wishes to major in a field in which he has previously taken a pass-fail credit, the student has two options: 1) he may request that the letter grade which he received in the course be considered by the department or 2) he may, with the permission of the department, select another course to fulfill the requirement.

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

GRADE REPORTS

A report of the grades made by a student in his scheduled subjects is sent to the student at the middle and end of each semester. Copies of these reports are also sent to the student's dean and faculty adviser.

Grade reports may not be sent to parents or guardians unless the student certifies that he is claimed as a dependent for federal income tax purposes. This certification must be made each semester at the time of registration.

CHANGE OF GRADE

An instructor may change a grade previously assigned by processing an official change of grade form in the Registrar's Office. The instructor must request the grade change, cite the reason for doing so, and obtain the approval of the dean under whose jurisdiction the course was offered. This privilege is available to all instructors for one full semester after the assignment of the grade. After one semester has elapsed, the petition to change the grade must be referred to the Admissions Standards and Policies Committee along with a full written explanation of the reasons for such action.

REPETITION OF COURSES

A student who has failed a course will be allowed to repeat that course when it is next offered. No more than two repetitions of the same course will be allowed to any student.

Except in very special cases, students should be discouraged from repeating courses. Loyola's policy is to show both grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing both grades and quality points are included. Therefore, in most cases if the student has passed the course, even with a D, there is no real advantage — grade-wise — in repeating the course.

ADDING/DROPPING COURSES

A student desiring to drop a scheduled course or to add another course after his semester's schedule has been filed in the Registrar's Office should consult with his adviser, or the chairman of the department in which he is registered, and obtain written permission to revise his schedule. This written permission should be presented by the student to the dean for approval. Permission to add a course or change from one section to another will not be granted after the date indicated in the academic calendar as the last day for adding courses.

Students remaining in the university who officially drop one or more courses *prior* to the date designated in the academic calendar as the last day to drop a course will not have grades recorded in those courses.

Students who unofficially drop courses will be automatically assigned an XF, which has the same bearing as an F on the student's average.

CREDIT BY EXAMINATION

Students may earn credit by examination because valuable academic experience can be gained outside the classroom, most often through work experience. The examination may take the form of a specific test designed by a faculty member or it may be an evaluation or review by a faculty member and department chairman. It must be emphasized that this program is for extraordinary experiences and is to be used infrequently. No more than 15 credit hours may be earned in this fashion and neither grades nor quality points are awarded. Credits earned by examination do not qualify for veterans benefits nor are they used in determination of credit hours carried.

The procedure to be followed after this program is as follows:

1. Adviser or chairman requests that credit be awarded on the basis of specific experience or examination.
2. The material is reviewed by the dean and the appropriate department and a decision is reached as to the amount of credit to be awarded.
3. Student, adviser, registrar and finance office are notified of credit to be posted.

There is a $15.00 posting fee for this program. The fee is assessed each time such credits are posted to a student's record. The number of credits involved does not affect the amount of the fee.

CHANGING A MAJOR OR COLLEGE

Students may change college or major only with the approval of their dean and then only during registration and preregistration.

CLASSIFICATION

Students who have successfully completed 24 hours of work for college credit are classified as sophomores; 56 hours, juniors; and 90 hours, seniors. Those with less than 24 hours of credit are ranked as freshmen.

A full-time student is one who enrolls for 12 semester hours or more. A part-time student is one who enrolls for 11 semester hours or less.

ACADEMIC STANDING

A student's academic standing is computed only on the basis of work done as a registered student at Loyola, or under the auspices of its special foreign programs and/or the New Orleans Consortium. Inorder to graduate, a student must have both a 2.0 career cumulative (i.e., total post secondary education) and a 2.0 Loyola cumulative grade point average. Graduation honors will be computed on the basis of a student's career cumulative grade point average.

Standing is computed by the following formula: the total number of quality points accumulated at Loyola divided by the number of hours attempted for letter grades A through F. The number of quality points obtained for each individual course is computed by multiplying the number of credit hours the course is worth by the quality point equivalent of the letter grade received in the course.

1. Dean's Honor List standing: a student whose semester average is 3.5 or better.
2. Good standing: a student whose Loyola cumulative average is 2.0 or greater, except for first semester freshmen whose average must be 1.7.
3. Probationary standing: first term freshmen will be put on academic probation if their semester average is lower than 1.7. For every semester after the first a student will be placed on probation if his Loyola cumulative average is lower than 2.0. A student on probation must register for at least 12 and no more than 16 hours. The deans evaluate each probationary student individually. However, only in unusual cases will a student be allowed to remain on probation for more than one semester.

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws from the university during a semester before taking the final examinations of the semester forfeits all credit for work done in that semester.

To withdraw officially from the university a student must:

1. Obtain withdrawal forms from the Office of the Registrar.
2. Obtain signatures of designated officials on withdrawal forms. These forms will not be signed until the student has cleared all obligations to the university.
3. Resident students must officially withdraw by obtaining clearance through the housing office.

Withdrawal is not complete or official until all signatures have been obtained and forms are returned to the Office of the Registrar.

Those students who withdraw officially from the university *prior* to the last day for dropping courses as recorded in the academic calendar, will not have grades recorded in those courses for which they were registered at the time of withdrawal.

All students who withdraw officially from the university *after* the last day for dropping courses as recorded in the academic calendar, will be assigned a grade for each course for which they were registered at the time

of withdrawal. If the grade is passing at the time of withdrawal a grade of WP will be assigned. If the grade is failing, a grade of WF will be assigned which shall indicate a failure in the course.

Students desiring to resign must complete official withdrawal from the university before the termination of the semester. Students who do not complete official withdrawal are liable for grades of XF which have the same bearing as an F on the student's average.

DISMISSAL

Although dismissal is usually a function of the student's inability to remove himself from academic probation, all decisions regarding dismissal are made on an individual basis. The university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized data of any kind. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

A student found guilty of any form of dishonesty in classwork may be penalized as follows:

1. If the violation occurs in the mid-semester test, he may be given a failing grade in the course involved and may be required to withdraw from all the courses scheduled in that semester. In a case of the second violation, the student may be expelled.
2. If the violation occurs in the final examination, the student may be given a failing grade in the course involved, but he will be allowed and required to complete all other examinations. He will receive full credit for the semester, but may be suspended from the university for the next semester. If the violations occur in the spring semester, the student may not be allowed to register in either the following summer session or the fall semester. In the case of a second violation, the student may be expelled from the university.
3. If the violation occurs in a quiz or term paper, the student may be given a failing grade in the course but may continue his work in another subject. A second violation may be punished by suspension for a semester. A third violation may be cause for expulsion from the university.

POLICY ON RELEASE OF INFORMATION

Loyola makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff must respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution, or the community in their legitimate pursuits.

Documents submitted by or for the student in support of his application for admission or for transfer credit should not be returned to the student, nor sent elsewhere at his request. In exceptional cases, however, where another transcript is unobtainable, or can be secured only with the greatest difficulty (as is sometimes true with foreign records), copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released. In rare instances the original may be released and the copy retained, with a notation to this effect being placed in the file.

The complete policy on the release of student information is printed in the *Student Handbook*.

ASSOCIATE PROGRAMS

Specific degree and program requirements are listed under the appropriate section pertaining to the offerings of each of the four undergraduate colleges of the university. Each associate program is generally considered to be terminal and not an integral part of a bachelor's degree. A student who wishes to pursue an associate program must receive permission from the dean of the college in which the program is offered before he begins taking courses that fulfill requirements.

SUMMER SCHOOL

Students must obtain the written permission of their dean to attend summer school away from Loyola. No transfer credit will be awarded for summer work unless the courses are approved by the major adviser and dean. Only students in good standing are granted permission to attend another institution's summer school.

ELIGIBILITY FOR GRADUATION

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

To be eligible for graduation, students must have fulfilled their specific degree or program requirements, college requirements, must have both a 2.0 career cumulative and a 2.0 Loyola cumulative grade point average, and must have discharged their financial obligations to the university.

In the first part of the academic year in which a student expects to graduate, he must file for candidacy with the Registrar. Every student must participate in the Undergraduate Assessment Program of the ETS, or its equivalent, if tests are available in his field. All exceptions must be approved by the Vice President for Academic Affairs.

GRADUATION HONORS

Graduation honors are determined on the basis of a student's career cumulative grade point average.

Semester hours carried include all hours attempted, excluding authorized withdrawals, but including all attempts at a course which has been repeated in order to raise the total of quality points. A student who has made an overall cumulative average of 3.5 graduates *cum laude;* one who has made an average of 3.7, *magna cum laude;* one who has made an average of 3.9, *summa cum laude.* Record of these honors is inscribed on the diplomas and noted in the list of graduates published for the commencement exercises.

COLLEGE OF ARTS AND SCIENCES

Dean: Robert J. Ratchford, S.J., Ph.D. Office: 100 Marquette Hall
Administrative Assistants: Maedell Hoover and Mary E. Arceneaux.

The college, founded in 1912, is accredited by the Southern Association of Colleges and Schools, National Council for Accreditation of Teacher Education for the preparation of elementary teachers, secondary teachers, and principals leading to the bachelor's or the master's degree. It is approved for Teacher Education by the Louisiana State Board of Education.

It holds membership in the American Association of Colleges for Teacher Education, American Council on Education, Association of American Colleges, Association of Jesuit Colleges and Universities, National Catholic Educational Association, National Educational Association and the Southern Association of Colleges and Schools.

The college offers the bachelor of arts or bachelor of science in the fields of biology, chemistry, communications, computer science, dental hygiene, drama and speech, economics, education (elementary, physical and secondary), English, Greek and Latin studies, history, journalism, languages (French, German, Russian, Spanish), mathematics, medical technology, philosophy, physics, political science, psychology, religious studies, sociology, social work, and visual arts.

Those students preparing for law school may enroll in the pre-legal curriculum; those preparing for medical, dental, pharmacy, or veterinary schools normally work towards a degree in biology or chemistry. Students with high aptitudes and extraordinary interests may take courses in the honors program, which supplements but does not replace work toward a regular degree.

With the approval of the departmental chairmen involved and of the dean, students may design interdisciplinary programs leading to interdisciplinary degrees. Several such programs have become standardized.

Two-year associate certificates are now being sponsored by the college. Students seeking an associate certificate, offered in the areas of the arts, behavioral studies, communicating arts, fine arts, mathematical sciences, military studies, religious studies and science, should apply for admission following the same guidelines set for baccalaureate degree candidates.

REQUIREMENTS FOR DEGREE

The requirements for the bachelor of arts and the bachelor of science degrees are: successful completion of 128 semester hours of college work, which may include a maximum of 30 hours credit for advanced placement; 256 quality points; completion of the common curriculum de-

scribed below; completion of the degree concentration requirements listed by the department; and certification by the major department. The college requirement in the major field of study is the completion of at least 30 hours of course work with an average of 2.0. No fewer than 12 hours, and no more than 21 hours, may be taken in any one semester without authorization by the dean.

Examinations — The college requires that all candidates for a degree must sit for the undergraduate assessment program, or its equivalent, if a field test is available in his major area of study. The oral and written comprehensive examinations in the student's major field are set by the department.

Residency Requirement — Transfer students must complete a minimum of two semesters, which must include the last two before graduation, at Loyola. Transfer students must also complete half of their major degree concentration in residence at Loyola.

SPECIAL DEGREES

DOUBLE MAJORS — The college recognizes the right of students to earn a degree with a double major. Students wishing to pursue a double major should present themselves to the dean to complete the application for a double major.

CONTRACT DEGREES — Students wishing to earn a bachelor's degree through programs not regularly available in the college may consult the dean's office about the possibility of a contract degree. Each case will be judged individually and if the student's petition is accepted a contract individually tailored to the student's needs will be drawn up.

SECOND BACHELOR'S DEGREE - A student having already earned a bachelor's degree and wishing to earn from Loyola a second bachelor's degree must consult with the dean who will advise as to the appropriateness of such a degree. Ordinarily, the earning of a second bachelor's degree is discouraged and work on a graduate degree is encouraged. However, for those whom a second undergraduate degree will be of benefit the requirements are residency of 32 semester hours to include:

1. One-half of major in residence.
2. Adjunct requirement of major department.
3. Common curriculum requirement of six semester hours.

CURRICULUM DESIGN

The curriculum is meant to achieve two goals: to give the student a solid and well-rounded preparation in the major field of concentration; and to bring the student to grapple in an atmosphere of study and reflection, with current convictions, beliefs, and commitments. It is designed to assure the student that he or she will suffer no mindless commitments or groundless convictions. The curriculum matches the goals of Catholic and of Jesuit liberalizing education, both of which function best in an open society, a pluralistic culture, and an ecumenical age. The curriculum is broken up into four blocks of varying shape and size.

Block One

Major Concentration: that series of courses which lead to a bachelor's degree in a subject area. The concentration generally requires between 30 and 40 semester hours of study, and is described under each departmental heading.

Block Two

Adjunct Courses: that series of courses in areas allied to the major concentration which lead to a well-rounded professional. Thus, mathematics is necessary to a physicist; philosophy, very useful to the political scientist. Some of these courses are already listed below under degree programs, others are designated by the student's chairman or advisor.

Block Three

Common Curriculum. The common curriculum is Loyola's award-winning liberal arts requirement. Its purpose is to provide a liberalizing and humanizing dimension to the educational program of every undergraduate student.

The common curriculum is divided into lower and upper divisions.

The *lower division* courses are in these disciplines: philosophy, religious studies, English composition, world civilization, mathematics, and hard science (biology, chemistry, or physics). Beginning students must take a course in each of these disciplines. They may, however, test out of the lower division requirements in English composition, world civilization, mathematics, and hard science. The test out procedure involves standardized tests (ACT or SAT) and departmental exams.

The *upper division* of the common curriculum is composed of eight courses divided into three studies areas: aesthetic studies, decisional studies, and speculative studies. Philosophers, from the post-enlightenment on, have said that human being is distinguished from other forms of being by virtue of the human capacity to feel aesthetic pleasure, make decisions, and think. The traditional content of liberal arts education is arranged under these three headings in innovative classroom formats and an elective display of courses.

The upper division is also divided into two time periods, pre-modern (i.e. pre-1650) and modern. In this way the curriculum hopes to acquaint students with what has occurred in the past and its influence on the present and future.

Of the eight upper division courses, at least two must be taken in each of the studies areas, with two courses each in philosophy, religious studies, and the pre-modern period. (Many courses fulfill two or three of these requirements simultaneously. See example under *Upper Division Requirement.*) Finally, because the common curriculum is to assure the liberalizing of the student's education outside of his specialization, all eight courses in the upper division of the common curriculum must be taken in concentrations other than his own. Exceptions to this rule may be granted on request of chairman and approval of the dean.

Listed below are common curriculum requirements for beginning students. Adjustments are made for transfer students.

Lower Division Requirement — 6 courses (18 sem. hrs.)

Philosophy	*World Civilization
Religious Studies	*English Composition
*Science (Biology, Chemistry, or Physics)	*Mathematics

Credit for the above requirements noted with an asterisk may be received through the following tests:

ACT and SAT Tests: Three semester hours credit will be awarded for Engl 103, Composition Skills, for those students scoring in the 80th percentile or better on the local norms of the ACT and the college bound norms of the SAT. Three semester hours credit will be awarded for Math 103, Math Models, for those students scoring in the 80th percentile or better on the local norms of the ACT and the college bound norms of the SAT.

SAT Achievement Tests: Three semester hours credit will be awarded in the Common Curriculum hard science (BioSc 103, Chem 103, or Phys 103) for students scoring in the 75th percentile or better on college bound norms.

Departmental Exams: Three semester hours credit will be awarded in Hist 103, World Civilization, for students passing the departmental exam administered during orientation week each August.

Upper Division Requirement — 8 courses (24 sem. hrs.)

UPPER DIVISION REQUIREMENT 8 courses (24 Hrs.)			CHECK OFF for Required Courses	
1.————	A.	Philosophy	————	————
2.————		Religious Studies	————	————
3.————				
4.————	B.	Aesthetic	————	————
5.————		Decisional	————	————
6.————		Speculative	————	————
7.————				
8.————	C.	Pre-Modern	————	————

One course entered in above column might be used in as many as three places in "Check Off," e.g., Phil 280 SP (Ancient Philosophy) can check off (A) Philosophy, (B) Speculative, (C) Pre-Modern.

Block Four

Electives: The college thinks it important that the student have considerable freedom to choose those courses or series which interest him or her, for whatever reason, so that the student's education may be rich and full. The number of hours a student may elect depends to a large extent on the major concentration, but it is generally about 30 hours.

HONORARY ORGANIZATIONS

In order to give recognition and encouragement to high standards of scholarship among the students, several honorary scholastic fraternities and organizations have been established for students in the college.

Beta Epsilon Upsilon, honorary medical technology society, was founded on the campus May 23, 1939. It provides a stimulus for scholastic attainment in this field of the medical profession. Its activities include presentation of professional programs at meetings. Membership is by invitation of the active chapter to those who meet scholastic requirements.

Kappa Delta Pi is an honor society in education to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions in education. Zeta Rho Chapter, established at Loyola on October 8, 1949, taps those undergraduates who achieve a quality point average of 3.3 and graduate students who earn a quality point average of 3.5. Kappa Delta Pi has as its journal, *The Educational Forum,* which is one of the leading scholarly journals in education.

Psi Chi is a national honorary scholastic psychology fraternity for students who are majoring in psychology. Its purpose is to advance the science of psychology, and to encourage, stimulate, and maintain scholarship in all fields.

Sigma Phi Alpha is the Dental Hygiene Honor Society. Second year students may be elected. Students elected to membership of Chi Chapter of Sigma Phi Alpha must rank highly in scholarship and character.

Sigma Phi Sigma, national honor physics society, was installed December 19, 1954. Purpose of this group is to reward high scholarship by election to membership, to advance knowledge and interest in physics, to promote a spirit of cooperation between students and faculty, and to sponsor extracurricular activities of the physics department.

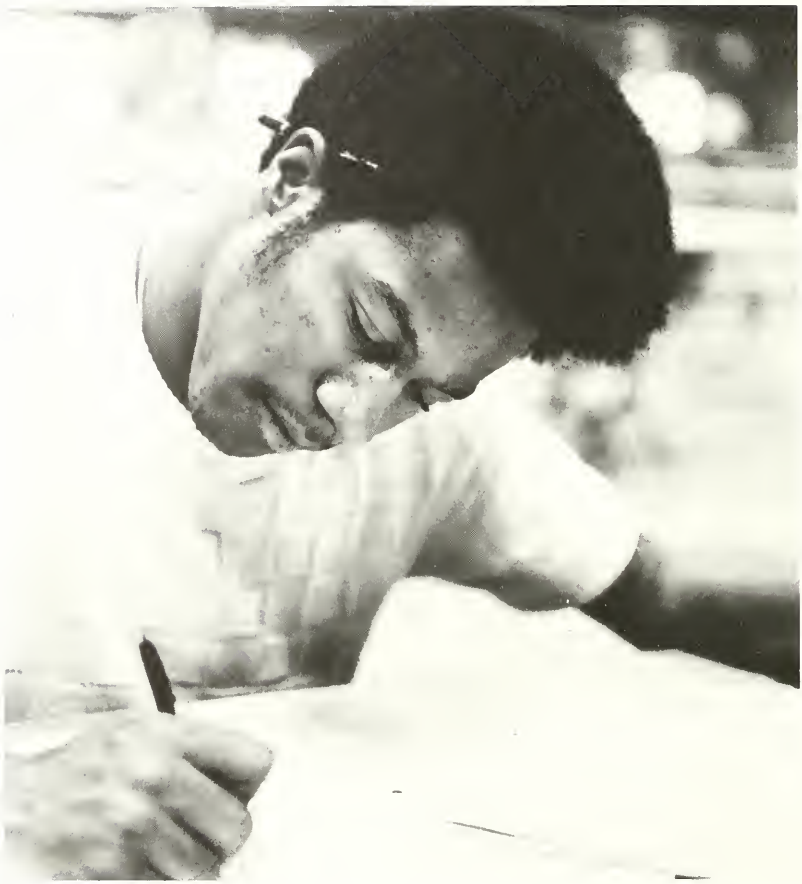
Tri Beta. The Eta Lambda chapter of Tri Beta, national honor biology society, was established at Loyola on March 24, 1956. It unites biology, pre-medical, pre-pharmacy, pre-dental and medical technology students into a single group with a common interest in biology.

PROFESSIONAL AND ACADEMIC SOCIETIES

Alpha Alpha Alpha, Loyola chapter of Alpha Delta Theta, national professional medical technology society, is the successor to the Medical Technology Club founded on May 14, 1937 and to Alpha Delta Theta. Dedicated to fostering a spirit of comradeship and professional union, the club sponsors lectures, movies and social events.

American Chemical Society, Loyola chapter of the Student Affiliates of the American Chemical Society was chartered on August 21, 1942, as an out-growth of the Chemistry Club, founded in 1933. Lectures, discussions, and visits to industrial and research plants constitute the yearly program. Membership is open to students who have completed a course in general chemistry.

Delta Epsilon Sigma is a national scholarship honor society for students and graduates of Catholic colleges and universities. Members are chosen from the College of Arts and Sciences on a basis of good charac-



ter, liberal culture, and high scholarship. Candidates must have at least a B average throughout their four years.

Edward A. Gamard Pre-Dental Society had its beginning in 1946 to establish closer contact among persons who in later life will be professional associates. Membership is open to all pre-dental students.

The Loyola University Junior American Dental Hygienists' Association was organized in the fall of 1965. Through membership, the students learn the standards, ethics and accomplishments expected of them as professional hygienists and they become acquainted with the awards and responsibilities of their chosen profession.

The American Dental Hygienists' Association offers the undergraduate student membership in the national association. The junior member is entitled to *The Journal of the American Dental Hygienists's Association,* and admission to any of the scientific sessions of the Association.

DEPARTMENT OF BIOLOGICAL SCIENCES

Chairman: Rev. John H. Mullahy, S.J. Office: 347 Science Complex
Professors: Letitia Beard, Kamel Khalaf, Walter Moore, John Mullahy, S.J.
Associate Professors: Roland Lesseps, S.J., Jagdish Upadhyay
Assistant Professor: J. Kenneth Shull

The Department of Biological Sciences has both undergraduate and graduate divisions. The undergraduate division offers students a preparation for graduate work in any one of the three main divisions of the department, i.e. botany, zoology, and microbiology. It also prepares students for the study of medicine, dentistry, pharmacy, veterinary medicine, oceanography, and marine biology. The pre-medical and pre-dental programs are full four year curricula for which the B.S. Biology degree is awarded.

All students in the department are expected to complete a two year research project, BioSci 317, under the personal direction of a faculty member. All candidates for the B.S. Biology degree are required to complete a four year minor in chemistry which includes organic and biochemistry.

Juniors and seniors in the department are expected to serve as assistants. Students holding scholarships are expected to serve as assistants in the department in return for the scholarship grant. In all other cases the student's earnings are applied to his tuition expenses.

The honors program, BioSci 317H, requires students to maintain a minimal B average in biology and chemistry during all four years. Special experimental work and grant applications are also required of honor students.

Successful completion of both oral and written comprehensive examinations in biological sciences is a requirement for graduation.

BACHELOR OF SCIENCE — BIOLOGY

Freshman		F	S
Major	BioSc 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 257-258	3	3
Adjunct	MFL-Gr 101-102 (or Russian)	3	3
Common Curriculum	Engl 103-Elective in English	3	3
Common Curriculum	RelSt 103	0	3
		17	20
		37	

Sophomore		F	S
Major	BioSc 201-202	4	4
Adjunct	Chem 211/213-340	4	3
Adjunct	MFL-Gr 201-210 (or Russian)	3	3
Adjunct	Engl — Upper Division Electives	3	3
Common Curriculum	Phil-Phil of Man 103-204	3	3
Common Curriculum	RelSt Electives	3	3
		20	19
		39	

Junior		F	S
Major	BioSc 301-312	4	3
Major	BioSc 317-317	0	0
Adjunct	Chem 331-332/326	3	5
Adjunct	Phys 201-203	4	4
Common Curriculum	Phil of Conduct-Med Ethics	3	3
Common Curriculum	World History	3	3
Common Curriculum	RelSt Elective	3	0
		20	18
		38	

Senior		F	S
Major	BioSc 304-Elec	4	4
Major	BioSc 315-316	1	1
Major	BioSc 317-317	0	2
Adjunct	Chem 327/329-328/330	4	4
Common Curriculum	Phil of Knowledge	3	0
	Electives	3	3
		15	14
		29	

TOTAL: 143 sem. hrs.

Honors Program

Those students who finish their sophomore year with at least a B average in both biology and chemistry will be permitted to enroll for BioSc 317H., which encompasses an honors program requiring special experimental work under the personal direction of one member of the department. To remain in the honors program, students must maintain a minimum of a B average in biology and chemistry throughout their junior and senior years. Their diplomas will have *Honors* noted on them.

PRE-MEDICAL PROGRAM

Freshman		F	S
Major	BioSc 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	MFL-Gr 101-102 (or Russian)	3	3
Adjunct	Math 257-258	3	3
Common Curriculum	Engl 103-Elective	3	3
Common Curriculum	RelSt 103	0	3
		17	20
		37	

Sophomore		F	S
Major	BioSc 201-202	4	4
Adjunct	Chem 211/213-340	4	3
Adjunct	Engl — Upper Division	3	3
Adjunct	MFL-Gr 201-210 (or Russian)	3	3
Common Curriculum	Phil-Phil of Man	3	3
Common Curriculum	RelSt Electives	3	3
		20	19
		39	

Junior		F	S
Major	BioSc 301-312	4	3
Major	BioSc 317-317	0	0
Adjunct	Chem 331-332/326	3	5
Adjunct	Phys 201-203	4	4
Common Curriculum	Phil of Conduct-Med Ethics	3	3
Common Curriculum	History: World	3	3
Common Curriculum	RelSt: Elective	3	0
		20	18
		38	

Senior		F	S
Major	BioSc 304-302	4	4
Major	BioSc 315-316	1	1
Major	BioSc 317-317	0	2
Adjunct	Chem 327/329-328/330	4	4
Common Curriculum	Phil of Knowledge	3	0
	Electives	3	3
		15	14
		29	

TOTAL: 143 sem. hrs.

Honors Program

Those students who finish their sophomore year with at least a B average in both biology and chemistry will be permitted to enroll for BioSc 317H., which encompasses an honors program requiring special experimental work under the personal direction of one member of the department. To remain in the honors program, students must maintain a minimum of a B average in biology and chemistry throughout their junior and senior years. Their diplomas will have *Honors* noted on them.

PRE-DENTAL PROGRAM

Freshman		**F**	**S**
Major	BioSc 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 257-258	3	3
Common Curriculum	Phil 103-RelSt 103	3	3
Common Curriculum	Engl 103-Elective Engl	3	3
		17	17
		34	

Summer Session			
Adjunct	Phys 201-203	4	4
		8	

Sophomore		**F**	**S**
Major	BioSc 201-202	4	4
Adjunct	Chem 211/213-340	4	3
Adjunct	MFL-Gr 101-102 (or Russian)	3	3
Adjunct	Engl Electives	3	3
Common Curriculum	Phil of Man-RelSt	3	3
		17	16
		33	

Junior		**F**	**S**
Major	BioSc 301-312	4	3
Major	BioSc 317-317	0	0
Adjunct	Chem 331-332/326	3	5
Adjunct	MFL-Gr 201-210 (or Russian)	3	3
Common Curriculum	Phil of Cond.-Medical Ethics	3	3
Common Curriculum	History: World	3	3
		16	17
		33	

Senior		**F**	**S**
Major	BioSc 304-302	4	4
Major	BioSc 315-316	1	1
Major	BioSc 317-317	0	2
Adjunct	Chem 327/329-328/330	4	4
Common Curriculum	Phil of Knowledge	3	0
Common Curriculum	RelSt Electives	3	3
		15	14
		29	

TOTAL: 137 sem. hrs.

PRE-PHARMACY PROGRAM

Adviser: Rev. Roland Lesseps, S.J. Office: 307 Science Complex

Freshman		F	S
Major	BioSc 107-108	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 111/112	3	3
Common Curriculum	Engl 103-Elective	3	3
Common Curriculum	Phil/Phil of Man	3	3
Common Curriculum	RelSt	0	3
		17	20
		37	

Sophomore		F	S
Major	BioSc 201	4	0
Adjunct	Chem 211/213	4	0
Adjunct	Phys 201-203	4	4
Adjunct	Acct 105/Econ 106	0	6
Common Curriculum	Ethics/Socl	3	3
Common Curriculum	RelSt	0	3
		15	16
		31	

DEPARTMENT OF CHEMISTRY

Chairman: Dr. Anthony DiMaggio, III Office: 425 Science Complex
Professors: John F. Christman, Robert Petterson, Jasjit Walia, Richard P. Wendt
Associate Professors: Anthony DiMaggio III, Frank Komitsky, Jr.
Assistant Professor: Robert Ratchford, S.J.

Three undergraduate degree programs are offered:
Bachelor of Science — Chemistry (Honors Program)
Bachelor of Science — Chemistry
Bachelor of Science — Chemistry Major

The Chemistry Department is on the Approved List of the American Chemical Society for Professional Training in Chemistry. Students who graduate with either the B.S.-Chemistry (Honors Program), or B.S.-Chemistry, will be certified to the American Chemical Society as having met the standards of its Committee on Professional Training.

The chemistry curriculum described in these pages more than meets the standards of the American Chemical Society. The salient points of the curriculum are as follows:

1. Three semesters of introductory chemistry including qualitative and quantitative analysis.
2. Two semesters of physical chemistry begun in the second semester of the sophomore year to serve as prerequisite for biochemistry, inorganic chemistry, and instrumental analysis.
3. Two semesters of organic chemistry
4. One semester of instrumental analysis
5. One semester of biochemistry or inorganic chemistry
6. A total of 500 contact hours of laboratory work and 400 hours of classroom work

An additional feature of the curriculum is that we require two years of German or Russian, two semesters of English common curriculum courses, five semesters of mathematics, one semester of computer science, and two years of physics. Those students interested in biochemistry or medicine may substitute BioSc 107-108 for the second year of physics.

Chem 350, Chemical Literature, is a one hour course required of all chemistry majors in the junior year. This course is designed to teach students how to search the literature rapidly and efficiently for specific pieces of information. For those students in the honors program, this course forms the beginning of their research program.

Choice of advanced courses will be made by the student after consultation with his adviser and the chemistry faculty. This choice is aimed at putting the finishing touches on the student's undergraduate training in the field in which he intends to specialize in graduate school, industry, or government. While research is required of students in the honors program, a chemistry major may elect, with the approval of his adviser, to do a research project to help round out his education. The advanced courses to be taught in any given year will depend upon the needs of the senior class of that year. An upper division course in physics or mathematics will

be accepted as one of the required advanced courses, with approval of the chemistry and physics, or mathematics chairman.

In order to receive the B.S.-Chemistry (Honors Program), the student must:

1. Earn an overall quality point ratio of 2.5 and a chemistry course quality point ratio of 3.0.
2. Engage in, and do satisfactory independent work in a chemistry research project in each semester, beginning with the second semester of the sophomore year. The quality of a student's project work each semester will be certified to the department chairman by the professor who directs the project. A student may continue on the same project for more than one semester, on the advice of the departmental chairman.
3. Present a seminar on his research to the assembled department during the second semester of his senior year.
4. Take Chem 371, Thesis Research, for five semesters for a total of seven semester hours. The course includes completion of a research project and presentation of the results both as a thesis and as a departmental seminar.

Successful completion of the programs just described entitles the student to ACS certification and to a B.S.-Chemistry or B.S.-Chemistry (Honors Program) degree. Completion of 18 upper division hours in chemistry from the group of courses Chem 331-332, 326, 333-334, 336-337, 338-339, 340, 342-344, 343, 345, 327-328, 329-330, 347, plus the usual adjunct courses and common curriculum requirements, will fulfill the university requirements for a B.S. degree with a major in chemistry.

Sophomore, junior, and senior chemistry majors are expected to serve as student assistants to the extent judged appropriate by the department chairman. This work, which is an important part of their training, will earn partial remission of tuition if the student is eligible for financial aid.

Successful completion of a departmental oral comprehensive examination and a departmental written comprehensive examination in chemistry are required for graduation in all three degree programs. The department will waive its written comprehensive examination requirement if a satisfactory UP field test or graduate record examination score is submitted.

BACHELOR OF SCIENCE — CHEMISTRY

Freshman		F	S
Major	Chem 115-116	3	3
Major	Chem 117-118	1	1
Adjunct	Math 257-258	3	3
Adjunct	Math 201-CmpSc 150	3	3
Adjunct	MFL-Gr 101-102	3	3
Common Curriculum	English	3	3
Common Curriculum	History	0	3
		16	19
		35	

Sophomore		F	S
Major	Chem 211-336	2	3
Major	Chem 213-338	2	1
Adjunct	Phys 111-112	5	5
Adjunct	Math 259-260	3	3
Adjunct	MFL-Gr 201-202	3	3
Common Curriculum		3	3
		18	18
		36	

Junior		F	S
Major	Chem 331-332	3	3
Major	Chem 333-334	2	2
Major	Chem 337-342	3	2
Major	Chem 339-344	1	1
Major	Chem 350	1	
Major	Chem 371-371	(1)	(2)
Adjunct	Phys 221-222	3	3
Common Curriculum		3	3
Common Curriculum		0	3
		16 (17)	17 (19)
		33 (36)	

Senior		F	S
Major	Chem 343 or 327	3	
Major	Adv. Chem Lec. or Lab	4	4
Major	Chem 371-371	(2)	(2)
Common Curriculum		3	3
Common Curriculum		6	6
		16 (18)	13 (15)
TOTAL: 133 (140) sem. hrs.		29 (33)	

Honors requirements in parentheses.

Students seeking ACS Certification must complete adjunct courses.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF COMMUNICATIONS/JOURNALISM

Chairman: Dr. William M. Hammel Office: 14 Danna Center
Associate Professors: Ralph T. Bell, William M. Hammel, Neil P. Hurley, S.J., Frank W. Oglesbee, Leonard White
Assistant Professors: John S. Corcoran, C.S.C., Luigi D. Manca, David A. Silvian
Instructors: Steven Barker, Patricia Parker
Lecturers: Joseph Bakshis, Albert Braud, John Brockhoeft, Michael Hadley, John Jones, John Korbel, Joseph Reaves, Granville Semmes, John Simon

While the integration of communications and journalism seeks to respect the traditional boundaries of each academic area, the department proposes to develop a basic practical, theoretical, and ethical foundation which is common to both areas. Beyond this common emphasis, the department recognizes the validity of specializing in one of the four areas of radio, television, film, or the press. In all of these areas of emphasis, technical expertise will be complemented by a strong liberal arts background. The avowed goal of the department is that every student graduate with a balanced combination of theoretical, practical, and judgmental knowledge required to succeed on the professional and cultural levels as men and women who have been both trained and educated.

The department enjoys an extensive range of production facilities unusual for an undergraduate program. Included are two all-color television studios with modern production control rooms, a master control area, projection and video tape equipment with electronic video tape editing facilities, minicam equipment, engineering shop, a news bureau with national wire service, seven radio studios, film cameras (including sync sound) and film editing facilities, a graphic arts studio, a scene construction workshop, a darkroom, a typesetting installation, typewriter-equipped classroom space, and student offices. The department also operates a campus theater auditorium with projection booth equipped for both 16 and 35mm films.

Faculty members have had professional experience in various fields of communications in addition to their academic credentials. In addition, media experts from New Orleans teach on a special lecturer basis, taking classes to their newspapers, stations, or offices. Since Loyola owns and operates WWL-AM-FM-TV, the Department of Communications/Journalism enjoys a special relationship with area media. The journalism branch of the department has developed over the years excellent relationships with local newspapers and periodicals. Thus off-campus internships in all print and broadcast media and in public relations and advertising agencies are available to qualified students. Such internships enhance the opportunities for employment in media careers.

On campus, the department operates WLDC Broadcasting System, a network of closed-circuit student-operated television and radio, broadcasting on the Loyola campus and to other New Orleans campuses. A TV-radio news bureau operates in conjunction with the broadcasting ser-

vices, thus offering practical opportunities in news. Students specializing in advertising sell commercial air time on the TV and radio stations and in the campus newspaper. Majors in press journalism generally staff *The Loyola Maroon,* the student newspaper. Credit is given for all supervised work in any of the media, whether on or off campus.

Most graduates of the department go into full-time media employment while others pursue further studies at some of the leading graduate institutions in the country.

The department is convinced that the tailoring of programs to each student's personal interests and needs is essential for academic achievement and career success; therefore, advising and individual guidance are considered an integral part of the program. This should be kept in mind when reviewing the course listings below.

PROFESSIONAL AND ACADEMIC SOCIETIES

The Department holds professional memberships in the National Association of Educational Broadcasters, Broadcast Education Association, Association of Departments and Administrators in Speech Communication, Speech Communications Association, Communications Conference — Association of Jesuit Colleges and Universities, American Film Institute, Metropolitan Educational Media Organization, Radio Advertising Bureau, International Radio and Television Society and the Association for Education in Journalism.

SPECIAL FACILITIES AND PROGRAMS

WLDC TV and Radio

The Department of Communications/Journalism sponsors a student operated television station and radio station which broadcast by closed-circuit and carrier-current on the Loyola campus and to the Xavier University and Dominican College campuses. Students are given practical assignments in these stations, which operate commercially and in the exact manner of professional broadcasting stations. WLDC Radio is an affiliate of the ABC Contemporary Radio Network, the Intercollegiate Broadcasting Service, and the Pacifica Radio Programming Service.

WLDC News Bureau

This is an operating news service for the campus television and radio stations. Associated Press wire service and ABC network affiliation, plus local reporting, make the bureau a practical workshop for students interested in broadcast news.

The Loyola Maroon

This is the student-run campus newspaper. Most journalism students serve as writers or executive staff for the paper during their studies at Loyola.

Institute for Religious Communications

The Institute, held during the summer, has gained an international reputation for excellence, attracting participants from all parts of the

world. Basic techniques in effective utilization of the mass media for religious and social causes are studied and practiced during three week meetings of total communications environment. Many network government and editorial leaders of great distinction meet with the Institute as guest speakers.

ADCOM

The Communications/Journalism Department developed its ADCOM division to produce media materials for nonprofit, public service groups, and commercial clients in the New Orleans community. Emphasis is placed on producing radio, television, or film programming for limited-budget community groups that would not otherwise be able to afford professional media expertise. Past projects have included productions for Volunteers in Government of Responsibility, an agency of volunteer workers for the City of New Orleans; the Xavier University School of Pharmacy; Cystic Fibrosis; Children's Hospital of New Orleans; and the Mayor's Office of Consumer Affairs. Students can become involved in ADCOM productions through regular class assignments, Comm 397, Special Projects, and volunteering their time.

CURRICULUM

The curriculum optimizes faculty and student involvement in planning the direction of each individual's course of study.

Basically, there are two tracks in the department: a radio-television-film track and a print journalism track. Each track has its own requirements.

RADIO-TELEVISION-FILM TRACK

After completing the seven communications courses in the first two years, the student selects one area of emphasis from the eight available. A communications major must complete 12 semester hours in the chosen area, an additional six hours of any other 300 level communications courses, and 12 semester hours of adjunct field classes. Seniors must register for Colloquium during their last two semesters, and pass the senior comprehensive examination in communications. A major must have a minimum total of 43 semester hours in communications courses, and a total of 130 credit hours in all courses over eight semesters.

Required Courses

Comm 102 Introduction to Broadcasting
Comm 103 Introduction to Film
Comm 110 Production Techniques I
Comm 112 Production Techniques II
Comm 201 Communications Theory
Comm 202 Media and Society
Comm 389 Advanced Creative Project

Areas of Emphasis and Adjunct Courses

Television

Comm 313 Scenic & Graphic Art
Comm 315 The Production Process
Comm 318 Television Analysis and Criticism
Comm 339 The Documentary Image
Comm 355 The Function of Public Broadcasting
Comm 385 Broadcast Management

ADJUNCT FIELDS: Drama, Visual Art, Journalism

Film

Comm 330 Film Making I
Comm 334 Film Directors
Comm 335 Film Generes
Comm 336 Film History
Comm 338 Film Theory and Criticism
Comm 339 The Documentary Image

ADJUNCT FIELDS: Sociology, Drama, Visual Art

Radio

Comm 362 Voice and Phonetics
Comm 363 Radio Production
Comm 364 Radio Internship
Comm 382 Broadcast Law
Comm 384 Broadcast Programming
Comm 385 Broadcast Management

ADJUNCT FIELDS: Management, Sociology, Drama

Broadcast Management

Comm 381 Broadcast Sales
Comm 382 Broadcast Law
Comm 383 Promotion & Public Relations
Comm 384 Broadcast Programming
Comm 385 Broadcast Management
Comm 386 Sales & Management Internship

ADJUNCT FIELDS: Management, Sociology, Journalism

TV and Radio News

Comm 315 The Production Process
Comm 321 Writing for TV & Radio News
Comm 322 Studies in Broadcast News
Comm 324 Internship in TV & Radio News
Comm 330 Film Making I
Comm 362 Voice & Phonetics

ADJUNCT FIELDS: Journalism, Political Science, Sociology

Writing for TV & Film

Comm 315 The Production Process
Comm 330 Film Making I
Comm 340 Script Writing I
Comm 342 Script Writing II
Comm 344 Commercial Copyrighting
Comm 370 The On-Camera Performer

ADJUNCT FIELDS: English, Sociology, Journalism

On-Camera Performance

Comm 315 The Production Process
Comm 330 Film Making I
Comm 362 Voice & Phonetics
Comm 370 The On-Camera Performer
Comm 372 Acting for TV & Film
Comm 397 Special Projects

ADJUNCT FIELDS: Drama, English, Sociology

Communication Studies

Comm 391 Man & Media
Comm 392 Current Trends
Comm 393 Persuasion & Propaganda
Comm 394 Media Studies
Comm 395 Historical Studies
Comm 396 International Media Systems

ADJUNCT FIELDS: Sociology, History, Political Science.

BACHELOR OF ARTS — COMMUNICATIONS (Model)

Freshman		F	S
Major	Comm 103-102	3	3
Major	Comm 110-112	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Sophomore		F	S
Major	Comm 201-202	3	3
Major	Comm 204	3	0
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	9
		18	18
		36	

Junior		F	S
Major	Career Area Course	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		4	4
		16	16
		32	

Senior		F	S
Major	Comm 398-399	1	1
Major	Career Area Courses	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Electives		6	6
		16	16
		32	

TOTAL: 130 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

PRINT JOURNALISM TRACK

BACHELOR OF ARTS - JOURNALISM

Freshman		F	S
Major	Jour 101-102	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	9
		15	18
		33	

Sophomore		F	S
Major	Jour 201-Elec	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		9	9
		18	18
		36	

Junior		F	S
Major	Jour 346-Elec	3	3
Major	Jour 305 or 365-Elec	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	3
		18	15
		33	

Senior		F	S
Major	Jour Elec	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
		30	

TOTAL: 132 sem. hrs.

Adjunct Course Requirement: No specific adjunct courses are required, but to insure breadth in course selection at least one elective must be taken in at least three of these four categories: 1) Humanities, 2) Science, 3) Social Science, and 4) Art.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF DENTAL HYGIENE

Chairman: Dr. Edward E. Levy Office: 540 Science Complex
Associate Professors: Edward E. Levy, Carol Schwager, Elizabeth Spannhake
Instructors: Barbara Brandt, Robert Culver, Peter Fortier, Robert Gaudry, Mary Anne Gilthorpe, Victor Halperin, Susan Katz, Marcia Levy, Chris Stoute, Nancy Tennison

The curriculum of dental hygiene is in keeping with the modern trend toward preventive dentistry in which the dental hygienist, as an ancillary member of the dental team, plays a vital role. After thorough examination, the curriculum of dental hygiene has been accredited by the Council on Dental Education of the American Dental Association.

Loyola offers a four year degree program with special emphasis on advanced clinical practice, dental hygiene education, and liberal arts. A two year program is also available which prepares the student for clinical practice.

Dental Hygiene Fees (in addition to regular university fees)
Instruments (entire program of study) .....approximately $300.00
Books (entire program of study).....approximately 200.00
Uniforms, laboratory coats, incidentals expenses, etc.
(entire program of study).....approximately 150.00

Students are advised not to purchase uniforms, laboratory coats, instruments and supplies until instructed by the department chairman.

Lockers are provided to the dental hygiene students for the safekeeping of their instruments, books, supplies, and clothes.

ATTENDANCE

Regular attendance is required at all dental hygiene classes and laboratory periods. There are no unexcused absences permitted.

PROMOTION

Dental Hygiene 211/213-214 and 331-332 must be passed with a grade of C or higher in order for the student to graduate.

Transfer students or pre-dental hygiene students with lower than a 2.0 average will not be permitted to enter dental hygiene courses.

BACHELOR OF SCIENCE IN DENTAL HYGIENE

Freshman		**F**	**S**
Adjunct	Chem 105	4	0
Adjunct	Chem 323	0	3
Adjunct	Chem 325	0	1
Adjunct	BioSc 122	0	4
Common Curriculum	BioSc 103	4	0
Common Curriculum	Math 103	3	0
Common Curriculum		3	6
Elective		3	0
		17	14
		31	

Sophomore		**F**	**S**
Major	DenHy 201-202	4	2
Major	DenHy 203-204	1	1
Major	DenHy 213-214	2	2
Major	DenHy 211-212	2	2
Adjunct	BioSc 205-206	3	3
Adjunct	DrSp 102	3	0
Adjunct	Psyc	0	3
Common Curriculum		3	3
		18	16
		34	

Junior		**F**	**S**
Major	DenHy 301	2	0
Major	DenHy 303-306	2	2
Major	DenHy 305-308	2	2
Major	DenHy 311-312	3	2
Major	DenHy 331-332	4	4
Common Curriculum		3	6
Electives		3	0
		19	16
		35	

Senior		**F**	**S**
Adjunct	Socl	3	0
Common Curriculum		6	6
Electives		6	9
		15	15
		30	

TOTAL: 130 sem. hrs.
Major Courses: 39 hours
Adjunct Courses: 27 hours
Common Curriculum: 43 hours
Electives: 21 hours

TWO YEAR PROGRAM IN DENTAL HYGIENE

First Year		**F**	**S**
Major	DenHy 201	4	0
Major	DenHy 211	2	0
Major	DenHy 213-214	2	2
Major	DenHy 203-204	1	1
Major	DenHy 206	0	1
Major	DenHy 202	0	2
Adjunct	BioSc 205-206	3	3
Adjunct	BioSc 122	0	4
Adjunct	DrSp 102	0	3
Adjunct	Chem 105	4	0
Common Curriculum		3	3
		19	19
		38	

Second Year		**F**	**S**
Major	DenHy 307	0	2
Major	DenHy 331-332	4	4
Major	DenHy 312	0	2
Major	DenHy 308	0	2
Major	DenHy 303	2	0
Major	DenHy 301	0	2
Major	DenHy 311	3	0
Adjunct	Psyc 200 or Educ 234	3	0
Common Curriculum		3	3
Common Curriculum		3	3
		18	18
		36	

TOTAL: 74 sem. hrs.

DEPARTMENT OF DRAMA AND SPEECH

Chairman: Ernest Ferlita, S.J. Office: 309 Bobet Hall
University Professor: Alexis Gonzales, F.S.C.
Associate Professors: Donald Brady, Ernest Ferlita, S.J., Leo Zinser (Emeritus)
Assistant Professors: Robert Fleshman, Herbert Sayas

The Jesuit tradition in drama and speech goes back to the very beginning of the order's educational activities. In the Jesuit school theatre, "the attempt was made for the first time to use the stage, not as the Humanists had used it, mainly for the sake of teaching Latin, but as a formative influence on the student's entire personality."[1] At the same time, no element of the dramatic arts was left unexplored, so that the spoken word, while retaining its importance, took its place alongside of mime, music and spectacle. It is not surprising, therefore, that a number of leading dramatists began the development of their art through contact with the Jesuit stage — Molière and Corneille in France, Calderón de la Barca in Spain, Goldoni in Italy.

The Department of Drama and Speech recognizes in this tradition important directions for the role of the theatre in the modern world, and attempts to make them felt in its curriculum. The curriculum for the Bachelor of Arts degree in Dramatic Arts is designed to provide:

1. Foundation courses in speech, dramatic literature, and the theatre arts for students who intend to teach or direct in high schools, colleges, or community theatres.
2. Intensive ground work in the theory and practice of oral communications, and of the dramatic arts, for students who plan to pursue graduate study in the scholarly, technical, or creative aspects of these fields.
3. Elective courses for students from other departments who wish to broaden and enrich their liberal arts background.

Three or four major productions are staged annually in Marquette Theatre. Work in the Experimental Theatre is continuous.

All drama majors are expected to assist in the production of at least one play per semester. A student placed on probation must cease all production activity until good standing is restored.

The department's comprehensive examination requirement is satisfied by the directing of a short play. The director must be able to defend his or her art before the department and present a record of it in a production book. Every senior must also take the UP exam in drama and theatre, but this exam is not meant to serve as a graduation requirement but only to provide a national norm.

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[1] Reader's Encyclopedia of World Drama

BACHELOR OF ARTS — DRAMA

Freshman		F	S
Major	DrSp 103-104	3	3
Major	DrSp 195-196	1	1
Adjunct	Music 123-124	2	2
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		15	15
		30	

Sophomore		F	S
Major	DrSp 211-212	3	3
Major	DrSp 214-215	3	3
Major	DrSp 295-296	1	1
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		16	16
		32	

Junior		F	S
Major	DrSp 311	3	0
Major	DrSp 325 or 328	0	3
Major	DrSp 303-310	2	2
Major	DrSp 395-396	1	1
Adjunct	Dramatic Literature	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		18	18
		36	

Senior		F	S
Major	DrSp 471-472	3	3
Major	DrSp 495-496	1	1
Adjunct	Dramatic Literature	3	3
Common Curriculum		3	3
Elective		6	6
		16	16
		32	

TOTAL: 130 sem. hrs.

BACHELOR OF ARTS — SPEECH

Freshman		F	S
Major	DrSp 101-102	3	3
Major	DrSp 195-196	1	1
Adjunct	Mus 123-124	2	2
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		15	15
		30	

Sophomore		F	S
Major	DrSp 203	2	0
Major	DrSp 204	3	0
Major	DrSp 205	0	2
Major	DrSp 209	0	3
Major	DrSp 295-296	1	1
Adjunct	Psyc 101	3	0
Adjunct	Comm 362	0	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
		30	

Junior		F	S
Major	DrSp 210	3	0
Major	DrSp 303	0	2
Major	DrSp 311	3	0
Major	DrSp 393	0	3
Major	DrSp 395-396	1	1
Adjunct	Psyc 370	3	0
Adjunct	Psyc 392	0	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		19	18
		37	

Senior		F	S
Major	DrSp 398-399	3	3
Major	DrSp 412	3	0
Major	DrSp 495-496	1	1
Major	DrSp Elective	0	3
Common Curriculum		3	3
Elective		6	6
		16	16
		32	

TOTAL: 129 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

BACHELOR OF FINE ARTS

Contractor: Ernest Ferlita, S.J. Office: 309 Bobet Hall

The Bachelor of Fine Arts is a degree program that has come to mean different things at different universities. At Loyola, its special characteristic is that it combines two arts into a single major. It is therefore interdisciplinary, and can also be intercollegiate when it involves not only the College of Arts and Sciences but also the College of Music. The degree program is supervised by a contractor who works closely with the student and with the appropriate chairmen (or deans).

The B.F.A. is not a professional degree; it is the preparatory pursuit of two arts, separately and together, in the context of a liberal education. Generally speaking, to enter professionally into one or other of the arts, further training would be necessary. The student chooses the B.F.A. because of some special interest he or she may have. A special interest in scene design may be furthered by combining drama with visual arts; an interest in film as a dramatic medium by combining communications with drama. The student interested in dance has a unique reason for choosing the B.F.A. There is no dance major, but the College of Music offers a variety of courses in dance, sufficient in number to combine with another art to yield a major.

A model B.F.A. degree program is given below:

BACHELOR OF FINE ARTS — DRAMA AND DANCE

Freshman		**F**	**S**
Major	DrSp 214	3	0
Major	DrSp 195-196	1	1
Major	Mus 120-121	1	1
Adjunct	Mus 011	0	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		14	14
		28	

Sophomore		**F**	**S**
Major	DrSp 461-462	3	3
Major	DrSp 215	0	3
Major	DrSp 295-296	1	1
Major	Mus 130-131	1	1
Common Curriculum		3	3
Common Curriculum		3	3
Elective		6	3
		17	17
		34	

Junior		**F**	**S**
Major	DrSp 303 (-310)	2	2
Major	DrSp 211	3	0
Major	DrSp 395-396	1	1
Major	Mus 240	0	2
Adjunct	Dramatic Literature	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		18	17
		35	

Senior		**F**	**S**
Major	DrSp 412	3	0
Major	DrSp Elective	0	3
Major	DrSp 495-496	1	1
Major	Mus 320	2	0
Major	PhyEd 131	0	1
Major	Mus 440-441	3	3
Common Curriculum		3	3
Elective		4	4
		16	15
TOTAL: 128 sem hrs.		31	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DRAMA THERAPY PROGRAM

In recent years there has been a growing interest in the use of arts in therapy. People are seeking creative and artistic approaches in helping others. Many treatment centers are seeking expanded therapeutic resources of a creative nature.

As a part of this interest, the drama therapy program has been established as an area of emphasis within the Department of Drama-Speech. It is a clustering of courses to develop an understanding and facility in drama as a therapeutic tool.

There are two orientations to the use of the drama in the helping professions, creative and therapeutic.

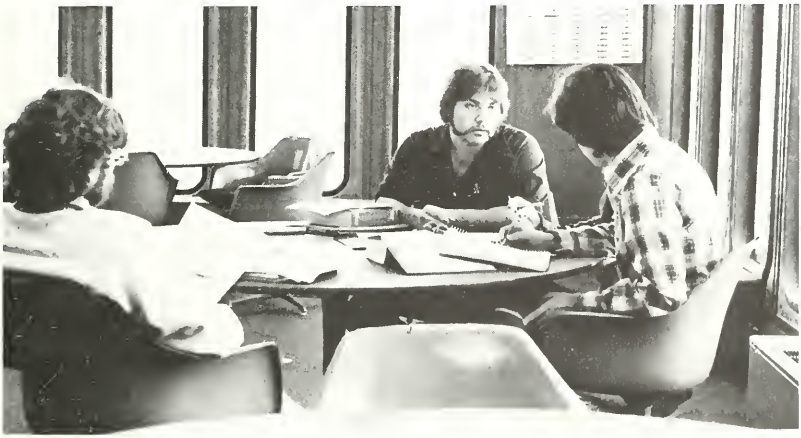
As a creative process, the medium is used to support health through creative activity. The experience produced is richer than one of recreation. It is consciously designed to stimulate healthy growth and prevent later difficulties.

As a therapeutic instrument, the medium is used with a psychiatric orientation to help people with serious problems in establishing their abilities to relate to others.

On a two year cycle, a student in the drama therapy program will have the opportunity to accrue 15 credit hours of his major in the area of emphasis. He will also be responsible for other courses required by the department.

Particular courses from the Departments of Psychology, Sociology, Music Therapy and Education will be required of the students in this emphasis, which will round out the core courses of the program. For electives, the student is encouraged to choose related courses in two areas: 1) arts and communications and 2) psychology and sociology. To supplement the courses, the program plans to offer workshops in various arts therapies.

Although the field of drama therapy has no certifying organization, the program combines classroom work and field experiences in treatment centers to give the student practical experience in drama therapy.



PROGRAM IN ECONOMICS

Professors: Joseph M. Bonin, G. Ralph Smith, Jacques E. Yenni, S.J.
Associate Professor: Shu-Jan Liang
Assistant Professors: William Barnett, Michael Saliba

This degree program is co-sponsored by the Colleges of Arts and Sciences and Business Administration.

Most men and women spend more than one third of their adult lives in economic activity. Microeconomics, one of the main branches of economics, deals with the economic reasons for what people do and why they do it. Macroeconomics, the other main branch, examines the total results of these many individual acts.

The field of economics offers a variety of opportunities for many interests and careers. Some of these focus on general economic theory. Among the theory-related topics are prices, industrial economics, econometrics, and statistical methods. In addition, many of the careers in economics are of practical importance, such as money and banking, the regulation of business by government, and collective bargaining.

An additional topic of importance deals with the impact of economic policies in society. This includes monetary and fiscal policies. The theory of economic development and comparative economic systems may also be examined.

In all of these fields the program in economics offers the undergraduate student a chance to acquire a competence that prepares and qualifies him for advanced studies.

BACHELOR OF ARTS — ECONOMICS

Freshman		**F**	**S**
Major	Econ 201-202	3	3
Adjunct	Math 115-116	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Sophomore		**F**	**S**
Major	DecSc 214-215	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	6
		15	18
		33	

Junior		F	S
Major	Econ 321-322	3	3
Major	Fin 310/Econ 300 level	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		18	18
		36	

Senior		F	S
Major	Econ 300 level elect.	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
TOTAL: 129 sem. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF EDUCATION AND PHYSICAL EDUCATION

Chairwoman: Mrs. Mary C. Fitzgerald Office: 100 Seton Bldg.
Associate Professors: Lucille Bostick (Emerita), Alvin Aubry, Lorynne Cahn, Mary Fitzgerald, Hilda Smith
Assistant Professors: Octavia M. Jones, Catherine LeBlanc Sparacello, Glenn Hymel

One of the primary functions of the education of teachers today is to challenge students to develop the rationale and insights necessary for making significant decisions. Beyond mere thinking and acting, students must be brought to a deep seated sense of responsibility for their actions. They must become sensitive to the relationships among people and to the complexity of interactions that make community living possible. They must become aware of what is truly human and richly rewarding in a world that too often is threatening, indifferent and mechanical. They must commit themselves to the most important career in our social order, one that is critical, exciting and demanding. They must look forward to a lifetime of change and growth in a dynamic era that they will help to shape.

The Department of Education seeks two main goals: one, an awareness of those values that make for rich, warm, human living and learning; and, two, the development of the powers and skills necessary to react positively and wholeheartedly to the management of the tasks of education.

The informed educator of today no longer simply follows the lead of others; he accepts the responsibility for speaking out in a strong, clear voice in educational decision-making. He is deeply committed to a posture that challenges the knowledge and traditions of the past and the changes in education in the contemporary age. His goal is to integrate that which is valuable in both. He wishes to involve himself in the service of God and his fellow man by dedicating his life to the development of the mind and spirit of the young.

"For every great man in the history of the world, there was someone who *taught* him, in some way, to reach this height." Teacher education is very important for the survival of the American way of life. Through teacher education, Loyola is contributing to this important sphere of American culture.

Loyola's teacher education program provides for certification in a number of areas. The bachelor of science degree may be earned in one of the following areas: elementary education, secondary education, or physical education. A Bachelor of Music Education may also be earned at Loyola. Home economics courses and some special education courses may be taken as consortium courses at St. Mary's Dominican College. Some distributive education and drivers education courses are offered by Loyola's City College.

ADMISSION REQUIREMENTS

Prerequisites for admission to the teacher education program are:

1. Admission as a student to the College of Arts and Sciences or College of Music.
2. Successful completion of: Educ. 100 — Introduction to Education.
3. Submission of the application for admission to the Department of Education.
4. Completion of an oral interview with members of the faculty.
5. Completion of the freshman year at Loyola or its equivalent. This would consist of a minimum of 30 credit hours of basic courses with 2.25 overall average.
6. Demonstration of:
   a. emotional, mental, and physical well-being.
   b. professional decorum, interest, and motivation.
   c. respect and concern for people.

ADMISSION AND RETENTION IN TEACHER EDUCATION

The Department of Education believes that persons whose actions or failure of performance would indicate that school children might be adversely affected by them should not be permitted to enter and continue in the teacher education programs at Loyola. Therefore, the Department of Education reserves the right to admit and retain in teacher education only those students whom the department[1] deems capable of performing physically, mentally, emotionally, and socially in an acceptable professional manner.

Each student who desires a degree in teacher education must be admitted to candidacy by the Admission and Retention Committee and the Department of Education. Application for admission to candidacy is to be made by the student while taking Educ. 100, which normally is pursued during the student's freshman year. The official form and self-evaluation sheet are available in the Education Office and must be completed before the end of the student's first semester in residence. Students are responsible for returning these forms to the Education Department. Transfer students will be expected to complete Educ. 100, during their first semester at Loyola before becoming eligible for admission to candidacy.

The Admission and Retention Committee and the Department of Education process all applications for admission to the degree programs in teacher education. In arriving at decisions, the committee and department use information obtained from the application form and self-evaluation sheet, the student's academic record, the test and interview records, faculty reports, health records, and other pertinent information. Admission procedure will generally be completed by the end of the freshman year or for transfer students by the end of their first semester at Loy-

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[1] In consultation with the University Counseling Center and other appropriate sources of pertinent information.

ola. The student will be notified by letter from the chairman of the department of the action taken on the application

A student who is admitted to the teacher education programs will pursue his selected curriculum, scheduling professional education courses beyond the introductory level and other courses in sequence in accordance with the printed curriculum in this bulletin. Suitable field experiences in schools are included.

A student may be admitted provisionally. He is required to confer with the chairman and his adviser to clarify his particular status. Students who are admitted must continue to meet academic and professional requirements during their education program to be retained in this curriculum. Faculty members are invited to submit in writing the name of any student who they believe should be evaluated by the Admission and Retention Committee. Further, the committee at the end of each regular semester and summer session examines the academic record of each education student.

The committee may remove a student from a degree program if academically or professionally he would not be acceptable as a teacher. The committee may also place him on probation for a given period. The services of the University Counselling Center are available to assist both applicants and students who are not accepted for a teacher education program.

TEACHER EDUCATION AND LOUISIANA STATE CERTIFICATION

A student may fulfill all requirements of a teacher education curriculum by completion of Loyola's planned, sequential, four year teacher education program, as approved by the Louisiana State Board of Education.

A secondary education student may obtain certification by fulfilling all requirements for graduation in his major area and by completing the state approved teacher education program. This student *must be formally* admitted by the department and registered as an education minor. This must be done prior to the first semester of his junior year. Every education minor must have an education faculty adviser.

The commons section of the National Teachers' Examination is recognized as the undergraduate comprehensive for the B.S. degree in education.

As a prerequisite to student teaching, the student must earn a minimum of 50 clock hours as a teacher's aide in Educ 300.

The Loyola Student Teaching Handbook specifies the policies and practices related to the student teaching experience. It is the responsibility of the student teacher and his supervisors to become acquainted with and to comply with these policies.

All students seeking a bachelor of science in education, physical education, and/or state certification must complete the following block of courses:

1. English — 12 sem. hrs., including 3 sem. hrs. in grammar and 3 sem. hrs. in composition.
2. U.S. History — 6 sem. hrs.
3. Social Studies — 6 sem. hrs.

4. Science — 12 sem. hrs., including 3 sem. hrs. of a biological science and 3 sem. hrs. of a physical science.
5. Mathematics — 6 sem. hrs.
6. Physical Education — 4 sem. hrs., including first aid.
7. Ed. 100 — Introduction to Education.
8. Ed. 234 — Educational Psychology.

It is recommended that this block be completed prior to taking any 300 level courses. In some instances, Common Curriculum courses may be fulfilled concurrently with these general requirements. Secondary education majors should consult with their advisors concerning the possibility of fulfilling Common Curriculum requirements concurrently with teaching field requirements.

Any changes which may occur in degree and/or certification requirements during the effective dates of this bulletin will be incorporated by his academic advisor into the student's program. It is the student's obligation to consult with his advisor prior to every registration period.

BACHELOR OF SCIENCE — ELEMENTARY EDUCATION

Freshman		F	S
Major	Educ 100	3	0
Major	Geog 152-Educ 155	3	3
Major	PhyEd 125	2	0
Major	PhyEd Activity	0	2
Adjunct	Science	4	4
Adjunct	Educ 258	0	3
Common Curriculum	Hist 103-Phil 103	3	3
Common Curriculum	Engl 103-RelSt 103	3	3
		18	18

Sophomore		F	S
Major	Educ 230	3	0
Major	Educ 234	3	0
Major	Educ 236	3	0
Adjunct	DrSp 101	0	3
Adjunct	Science	0	4
Adjunct	Math 113-114	3	3
Common Curriculum	Engl-Engl	3	3
Common Curriculum	Hist 206-110	3	3
		18	16

Junior		F	S
Major	Educ 300	0	1
Major	Educ 357-354	3	3
Major	Educ 352-355	3	3
Major	Educ 359-356	3	2
Major	PhyEd 342-362	2	2
Common Curriculum	Soc. Stu-Phil	3	3
Common Curriculum	RelSt	3	3
		17	17

Senior		F	S
Major	Educ 350	8	0
Adjunct	Engl 410	0	3
Adjunct	Hist 361	0	3
Common Curriculum	Phil	0	3
Electives		0	9
TOTAL: 130 sem. hrs.		8	18

BACHELOR OF SCIENCE — SECONDARY EDUCATION

Freshman		F	S
Major	Educ 100	3	0
Major	PhyEd 125	2	0
Adjunct	Math	3	3
Adjunct	Teaching field(s)	3	3
Adjunct	Science	0	4
Common Curriculum	Engl 103/History 103	3	3
Common Curriculum	RelSt 103/Phil 103	3	3
		17	16

Sophomore		F	S
Major	PhyEd Activity	0	2
Major	Educ 234/235	3	3
Adjunct	DrSp 101/Soc.Stu	3	3
Adjunct	Science	4	4
Common Curriculum	Engl-Engl	3	3
Common Curriculum	Hist 206-110	3	3
		16	18

Junior		F	S
Major	Educ 371-351/300	3	4
Adjunct	Teaching field(s)	9	9 (6)
Common Curriculum	Phil.-RelSt	3	3
Common Curriculum	RelSt-Phil	3	3
		18	19 (16)

Senior		F	S
Major	Educ 349	0	6
Adjunct	Engl 410	3	0
Adjunct	Teaching Field(s)	6	0
Common Curriculum		3	0
Electives		6	3
TOTAL: 131 (128) sem. hrs.		18	9

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design.* Refer to *A&S Common Curriculum* in index for page number.

BACHELOR OF SCIENCE — PHYSICAL EDUCATION, HEALTH, AND RECREATION

Freshman		F	S
Major	Educ 100-PhyEd 260	3	3
Major	PhyEd 120-125	2	2
Major	PhyEd Elective	0	2(3)
Adjunct	BioSc 101-102	4	4
Adjunct	Math	3	3
Common Curriculum	Phil 103-RelSt 103	3	3
Common Curriculum	Hist 103-Engl 103	3	3
		18	20 (21)
		38(39)	

Sophomore		F	S
Major	PhyEd 360	0	3
Major	PhyEd 220-240	3	3
Major	Educ 234-Educ 235	3	3
Adjunct	BioSc 205-206	3	3
Adjunct	Engl 410	3	0
Common Curriculum	Phil-RelSt	3	3
Common Curriculum	Social Studies-Engl	3	3
		18	18
		36	

Junior		F	S
Major	PhyEd 305-Educ 230	3	3
Major	PhyEd 320-321	3	3
Major	PhyEd Activity-PhyEd 362B	2	3
Major	Educ 300	1	0
Adjunct	Science Phys/Chem-PhyEd Activity	4	2
Common Curriculum	History 206-110	3	3
Common Curriculum	Engl-RelSt	3	3
		19	18
		37	

Senior		F	S
Major	PhyEd 340	3	0
Major	PhyEd 341	3	0
Major	PhyEd 342	3	0
Major[1]	PhyEd 471	3	0
Major	Educ 351-Educ 349	3	6
Common Curriculum	Phil	3	0
TOTAL: 132(133) sem. hrs.		18	6
		24	

[1]Consult with advisor for suggestions for electives.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF ENGLISH

Chairwoman: Dr. Dawson Gaillard Office: 322 Bobet Hall
Associate Professors: Dawson Gaillard, Bruce Henricksen, John Joerg, Marcus Smith
Assistant Professors: William Cotton, Richard E. Johnson, Anthony Lala, John Mosier

REQUIREMENTS FOR ENGLISH MAJOR

For a bachelor of arts in English a student must complete 37 hours. Majors must take six hours as freshmen to be chosen from the 212-214 sequences.

After satisfying the above prerequisites, normally at the beginning of the sophomore year, a major chooses four of the following 300-level courses:

Engl 301-302-303:	British Literature from beginnings to the present. 12 hours.
Engl 310-311:	American Literature from beginnings to the present. 8 hours.

In addition to the above requirements, the English major may choose from two programs:

1. *Literature program:* four upper-division courses (400- and 500-level), one of which (500-level) may be a tutorial.
2. *Writing program:* four writing courses offered by the English department (e.g., Creative Writing) or the Drama department (e.g., Principles of Playwriting) and/or the Communications department (e.g., Script Writing, Feature Writing).

All senior English majors may take English 499, Major Thesis, with the approval of the chairman, in fulfillment of their major.

In the interest of shaping the strongest possible program of study, the Department of English reserves to itself the prerogative of specifying which Common Curriculum courses its majors should take. The student must consult his/her assigned adviser in this as in all other curriculum matters prior to registering each semester.

BACHELOR OF ARTS — ENGLISH

Freshman		**F**	**S**
Major	Engl 212, 213, 214	3	3
Adjunct	Lang	3	3
Adjunct	Hist elective	0	3
Common Curriculum		9	6
		15	15
		30	

Sophomore		F	S
Major	Engl-300 level	8	8
Adjunct	Lang	3	3
Common Curriculum		3	3
Electives		3	3
		17	17
		34	

Junior		F	S
Major	Engl (Literature or Writing)	3	3
Major	Engl 250	0	3
Adjunct	Lang	3	0
Common Curriculum		3	3
Electives		6	9
		15	18
		33	

Senior		F	S
Major	Engl (Literature or Writing)	3	3
Common Curriculum		6	6
Electives		9	6
		18	15
		33	

TOTAL: 130 sem. hrs.

Common Curriculum: Of the 24 hour requirement students must successfully complete three hours each in history, philosophy and religious studies.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

GENERAL STUDIES PROGRAM

Director: A & S Assistant Dean Office: 202 Bobet Hall

This program is explicitly designed for students who are uncertain about a major degree program. Emphasis is placed on completing the Common Curriculum requirement and offering to students a broad introduction to our academic program. Students should be encouraged to leave this program as soon as they show any inclination towards one of our regular programs.

Students may remain in general studies for a maximum of four semesters or 64 hours. This requirement is absolute and may not be extended without explicit permission of the dean.

Students participating in this program are assigned to selected advisers from the College of Arts and Sciences. Usually advisers are from areas in which the student has at least some interest.

The program is administered by the assistant dean of the College of Arts and Sciences who functions as the equivalent of the department chairman.

Any students showing interest in the general studies program and who meet the guidelines (less than four semesters or 64 hours) should be directed to the dean's office.

DEPARTMENT OF GREEK AND LATIN STUDIES

Chairman: Rev. Emmett M. Bienvenu, S.J. Office: 301 Bobet Hall
Professor: Rev. Emmett M. Bienvenu, S.J.

Students who present two or more high school units in classical languages are advised to take the achievement tests of the CEEB. On the basis of these tests, they are assigned to those language courses must suited to their needs and achievements.

GREEK AND LATIN STUDIES

The bachelor of arts program in Greek and Latin is hallowed by a long tradition and yet it is most contemporary in its interdisciplinary structure. It highlights Greek and Roman literature; but in addition to the other requirements, it demands a total of 18 semester hours each in philosophy and in history. Thus the spectrum of studies is both broad and deep — sufficiently extensive, purposefully intensive.

Of special interest to the student is the department's examination of the problems of Fifth Century Athens which so much resemble those of the United States in the 1970's: an unpopular and interminable war (with Sparta), radical innovation in education, and wide-spread criticism of traditional religion. Studied in the words and works of Greek masters like Euripides, Aristophanes, Socrates, Plato, Thucydides and others, these and other problems are explored within the framework of the contemporary American scene.

Candidates for the bachelor of arts in classics degree, which involves the study of both Greek and Latin literature, follow the program and course sequences indicated in this bulletin. But students who wish to focus exclusively on Greek or Latin literature alter the program listings in this way: they take two additional courses (six semester hours) in either Greek or Latin literature so as to complete their specific major requirements of 30 semester hours; they follow three departmental courses-in-translation (nine semester hours); and they add six elective hours.

Senior comprehensive examinations are both oral and written. Exercises in composition, prose or verse, accompany the study of Greek and/or Latin authors in all courses.

Greek 101-102 are offered in the fall and spring semesters respectively of each scholastic year.

BACHELOR OF ARTS — CLASSICAL STUDIES

Freshman		F	S
Major	Gk 101-102	3	3
Major	Lt 201-202	3	3
Adjunct	Phil	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
		30	

Sophomore		**F**	**S**
Major	Gk 301-302	3	3
Major	Lt 313-314	3	3
Adjunct	Phil	3	3
Adjunct	Hist 103-104	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		18	18
		36	

Junior		**F**	**S**
Major	Gk Electives	3	3
Major	Lt Electives	3	3
Adjunct	Hist 201-202	3	3
Adjunct	Phil 309-310	3	3
Adjunct	RelSt	3	3
Common Curriculum		3	3
		18	18
		36	

Senior		**F**	**S**
Major	Gk Electives	3	3
Major	Lt Electives	3	3
Adjunct	Hist 301-302	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
TOTAL: 135 sem. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF HISTORY

Chairman: Rev. James J. Pillar, O.M.I. Office: 449 Bobet Hall
Professor: James J. Pillar, O.M.I.
Associate Professors: Bernard Cook, C. Joseph Pusateri, Sr., Grace Swift
Assistant Professors: Maurice Brungardt, Peter Cangelosi, Benjamin Wren, S.J.

The aim of the undergraduate program in history is to provide a broad-based study of man's past. Such a study is a response to an innate interest which all men have in the past and which parallels their concern for the future. This desire is seen as a search for identity, individual and collective, and for insights into today's problems with an eye to their solutions.

The department provides instruction by professors with terminal degrees; it does not delegate, as is the practice in many large universities, its undergraduate students to teaching assistants. Every effort is made to develop attitudes of mind that distinguish the liberally educated man — habits of skepticism and criticism, of viewing events with perspective and objectivity, of judging the good and the bad and the in-between in human affairs, of weighing the pros and cons in courses of action to be taken.

An undergraduate degree in history is recognized as valuable preparation for careers in several fields; law, foreign service, politics, journalism, teaching, and naturally, historical research and writing. History also serves as an indispensable adjunct to studies in the humanities and the social sciences.

In order to graduate with a degree in history, a student needs to earn 36 credit hours in his major; namely, 12 hours of lower division courses, and 24 hours of upper division courses. Of the latter, Hist 499-Historiography, is obligatory. He must maintain an overall C average in his major.

History majors are encouraged to keep in close contact with their faculty advisers. As a general rule, every student should see his adviser at least twice a semester. Responsibility for arranging such meetings is shared equally by the student and his adviser. If any disagreement should arise between a student and his adviser, the student should feel free to discuss the problem with the chairman of the department.

Student involvement in the running of the department is realized by means of two elected student representatives who participate with a deliberative vote in all departmental meetings. There exists on campus a chapter of Phi Alpha Theta, a national honor history society, for those students who qualify for membership.

ADJUNCT COURSES

In addition to 36 hours of course work in history, the department requires the following adjunct courses be taken by all majors:

1. For those history majors not going to graduate school:

Social science (chosen from economics, political science, psychology, or sociology) 9
History of philosophy 3
English 6

18 hours

2. For those history majors intending to enter graduate school:

Statistics or computer 3
Social science (chosen from economics, political science, psychology, or sociology) 9
Foreign language 6/12

18/24 hours

The determination of what specific courses in the disciplines listed above would be acceptable as meeting these adjunct requirements will be made by the faculty adviser.

BACHELOR OF ARTS — HISTORY

Freshman		**F**	**S**
Major	Hist 103[1]-Hist 104	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		0	3
Elective		6	3
		15	15
		30	

Sophomore		**F**	**S**
Major	Hist 201-202	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	6
		15	18
		33	

Junior		**F**	**S**
Major	Hist Electives	3	3
Major	Hist Electives	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		18	18
		36	

[1] Meets common curriculum requirement.

Senior		**F**	**S**
Major	Hist 499-Hist Elective	3	3
Major	Hist Electives	3	3
Common Curriculum		3	3
Electives		6	6
		15	15
TOTAL: 129 sem. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF MATHEMATICAL SCIENCES

Chairman: Rev. Bernard A, Tonnar, S.J. Office: 553 Science Complex
Professor: Robert T. McLean
Associate Professors: James Schmit, Lewis Todd, Bernard A. Tonnar, S.J., Ray Witham
Assistant Professor: Antonio M. Lopez, Jr.

The basic program for mathematics majors is intended to give them a firm foundation in concepts of algebra, analysis and topology together with a sufficient training in the techniques of these areas and an introduction to the reading and writing of formal mathematics. This is accomplished through 15 hours of basic analysis, linear algebra and abstract systems taught during the freshman and sophomore years, followed by six hours of advanced calculus in the junior year. During the senior year the mathematics majors will round out their undergraduate mathematics with selections from complex functions, abstract alegbra, mathematical probability and statistics, applied mathematics, real analysis, geometry, topology, etc. The choice of these electives will depend upon their future careers in mathematics. They may go directly to applied fields in business, industry, scientific research, social work or into secondary school teaching. On the other hand, they may wish to follow a more academic path in which case they attend graduate school to prepare for a career in college teaching and/or pure or applied research. In either case they will select advanced courses best suited for their potential. Every attempt is made to maintain a flexible curriculum so that the needs of the individual student can be best met. In particular, individual attention for high ability students is attained by undergraduate research programs, seminars, and reading courses. Also a program leading to secondary education certification is available.

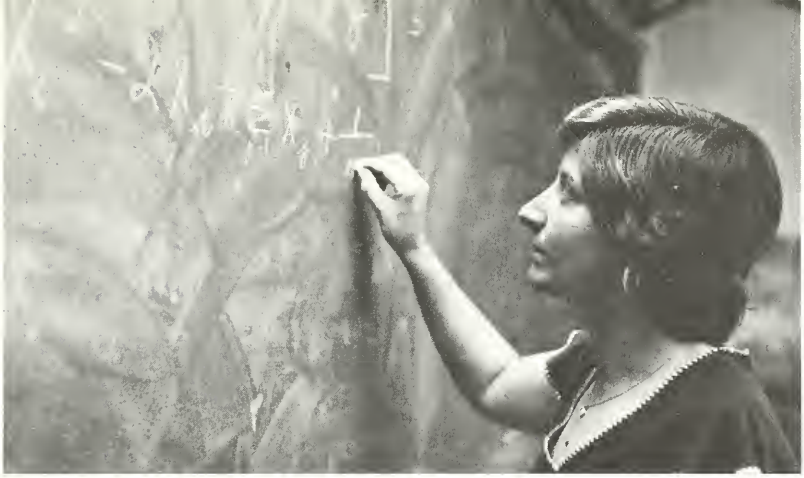
The student majoring in mathematics is encouraged to obtain as broad an educational experience as possible by selecting elective courses from several other disciplines in such diverse fields as physics, chemistry, economics, computer science, history, sociology, language, biology, psychology, music, Enclish, business administration, etc. Areas which apply the mathematician's skills to a combination of computer methods and a field such as sociology is available. Such areas are called sociometrics, biometrics, econometrics, etc.

MAJOR PROGRAMS

There are many reasons for students choosing to major in mathematics. In meeting the broad interests of all mathematical scholars the department offers flexibility in its programs.

Mathematics Major

The basic program, entitled the mathematics major, is designed for the student wishing to have a career where mathematics might be used directly or indirectly. For example, a career in aeronautics, electronics, marketing, social engineering, opinion analysis, insurance, accounting,



automation, management, computer applications, sales, teaching and government operations or research. The mathematics major program is an excellent preparation for entering graduate school in many fields, such as mathematics, economics, engineering, statistics, psychology, marketing, operations research, sociology, accounting, business administration, political science, education or any other study where the analytical approach and quantitative methods of the mathematician would be useful. The major planning such graduate study would take electives in the area in which graduate study is anticipated.

Honors Mathematics Major

This form of the major program is designed for the student who wishes to attend graduate school in mathematics to prepare for a career working in pure or applied mathematical research. Such careers are in industry, business, consulting, social services, ecology, government, and universities. Quite a few professional mathematicians carry on their research while teaching at universities. The scholar earning the honors mathematics major will also be equipped to enter the careers mentioned for the other mathematics majors. Besides the honors of excelling in the more intensive group of advanced courses, the honor mathematics major is better prepared for graduate study in mathematics and will usually receive graduate fellowships and assistantships to cover his expenses for graduate school. The mathematics honors degree requires at least a 3.5 average.

The service recommendations of the department are as follows. Those who will need mathematics as a tool subject should take the sequence: Math 201, 257-258, 259-260. For those who need only six hours of mathematics there are several possibilities. Those who have a strong high school background should schedule either Math 257-258, followed by Math 241 for nine hours, or Math 257, 241. Those with only two years of high school mathematics should take Math 115-116 if they plan to major in the social studies or Math 121-122 if they plan to major in the humanities. Elementary education majors should schedule Math 113-114. No student may receive more than six hours of 100 level course credits on a degree program except the elementary education major who may profitably add Math 115-116 after taking Math 113-114.

BACHELOR OF SCIENCE — MATHEMATICS

Freshman		**F**	**S**
Major	Math 201	3	0
Major	Math 257-258	3	3
Major	Math 291-292	1	1
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
		19	16
		35	

Sophomore		**F**	**S**
Major	Math 259-260	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	6
		18	18
		36	

Junior		**F**	**S**
Major	Math 361-362	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	6
		15	18
		33	

Senior		**F**	**S**
Major	Math 395-396	1	1
Major	Math 381-382	3	3
Major	Math 391-392	1	1
Major	Math Electives (300 Level)	3	3
Common Curriculum		3	3
Electives		3	3
		14	14
		28	

TOTAL: 132 sem. hrs.

BACHELOR OF SCIENCE — MATHEMATICS

Area of Concentration in Business Administration

This form of the major program is designed for the mathematics student who has a strong interest in business and is an excellent preparation for entering graduate school in the field of business administration. The student will have the required foundation courses and will be able to enter directly into a program of graduate work for the MBA degree which can normally be obtained in one year. The student will also be equipped to enter the careers mentioned for the other mathematics majors.

Freshman		F	S
Major	Math 201	3	0
Major	Math 257-258	3	3
Adjunct	Acct 105-106	3	3
Elective		0	3
Seminar	Math 291-292		1 -1
Common Curriculum	Religious Studies — Philosophy	3	3
Common Curriculum	Composition Skills — History	3	3
Commom Curriculum	Science	0	3
		16	19
		35	

Sophomore		F	S
Major	Math 259-260	3	3
Adjunct	Eco 201-202	3	3
Adjunct	CmpSc 121 — Math 241	3	3
Electives		3	6
Common Curriculum	Religious Studies	3	3
		15	18
		33	

Junior		F	S
Major	Math 361-362	3	3
Adjunct	Mkt/Mgt 205 — Fn 307	3	3
Electives		3	3
Common Curriculum	Philosophy	3	3
Common Curriculum	Electives	3	3
		15	15
		30	

Senior		F	S
Major	Math 391-Seminar	1	1
Major	Math Electives (300 Level)	6	6
Adjunct	Mgt 205	3	0
Electives		3	6
Common Curriculum	Electives	3	3
		16	16
		32	

TOTAL: 130 sem. hrs.

BACHELOR OF SCIENCE — MATHEMATICS (HONORS)

Freshman		F	S
Major	Math 201	3	0
Major	Math 257-258	3	3
Major	Math 291-292	1	1
Adjunct	MFL 101-102 [Gr,Ru,Fr]	3	3
Adjunct	Consult Adviser	4	4
Common Curriculum		3	3
Common Curriculum		3	3
Elective		0	3
		20	20
		40	

Sophomore		F	S
Major	Math 259-260	3	3
Adjunct	MFL 201-202 [Gr,Ru,Fr]	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	6
		18	18
		36	

Junior		F	S
Major	Math 361-362	3	3
Major	Math Elective (300 Level)	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Senior		F	S
Major	Math 381-382	3	3
Major	Math 395-396	1	1
Major	Math 391 Seminar	1	1
Major	Math Electives (300 Level)	3	3
Common Curriculum		3	3
Elective		3	3
		14	14
		28	

TOTAL: 134 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

COMPUTER SCIENCE PROGRAM

The basic program in computer science consists of introductory courses which are also suitable for non-majors interested in learning how to use computers and advanced courses primarily designed to prepare majors for graduate study or professional careers. Adjunct requirements and elective choices in mathematics, economics, science and foreign language or accounting prepare majors to be able to communicate with professionals in allied fields.

The department recommends courses in another field of the student's choice as well as upper level mathematics, science, foreign language, and literature electives for those majors planning to go on to graduate or professional school, or to seek employment in the computer field.

Computer Science is a rapidly developing field in which several distinct specialties are emerging. The major program provides flexibility in the choice of upper level (300 or 400 numbers) courses to permit emphasis on areas of special interest.

Seminars are presented by faculty, students, and visiting speakers to provide a broad perspective of the development and application of new techniques, career opportunities in related fields, and experience for the student in independent analysis and presentation of reports.

BACHELOR OF SCIENCE — COMPUTER SCIENCE

Freshman		**F**	**S**
Major	CmpSc 150-250	3	3
Major	CmpSc 190-191	0	1
Common Curriculum	Phil RelSt	3	3
Common Curriculum	World Hist Science	3	0
Common Curriculum	Eng. Comp.	3	6
Electives		3	3
		15	16
		31	

Sophomore		**F**	**S**
Major	CmpSc 350-355	3	3
Major	CmpSc 290-291	0	1
Common Curriculum		3	3
Adjunct	Math-Stat-Matrix	3	3
Electives		6	6
		15	16
		31	

Junior		**F**	**S**
Major	CmpSc 360-365	3	3
Major	CmpSc 450-455	3	3
Major	CmpSc 390-391	0	1
Common Curriculum		3	3
Adjunct	Math-Calc I-Calc II	3	3
Adjunct	Phil (Logic)	3	0
Electives		3	4
		18	17
		35	

Senior		**F**	**S**
Major	CmpSc 455-495	3	3
Major	CmpSc 460	3	0
Major	CmpSc 490-491	0	1
Common Curriculum		6	6
Electives		3	6
		15	16
		31	

TOTAL: 128 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF MEDICAL TECHNOLOGY

Chairwoman: Anna R. Persich Office: Medical Technology Bldg.
Associate Professor: Anna R. Persich
Assistant Professors: Barbara A. Cretini, Marie J. Villere
Instructor: Susan P. Marshall
Clinical Lecturers: Dr. Frederick Brazda, Mrs. Joan Broekhoven, Dr. Leslie Bryant, Jr., Mrs. Carolyn Conn, Dr. Joseph Erwin, Dr. Travis Harrison, Dr. Ralph Hartwell, Mrs. Dorris Kelley, Dr. Patrick Mullens, Miss Elizabeth Norsworthy, Miss Sarah J. White

Medical technology is a rewarding and challenging profession for students oriented in the sciences. It provides great personal satisfaction for those endowed with the spirit of dedication and service to their fellowmen. It, also, offers exciting possibilities for those who want to be an important member of a health care team and yet have a career in science.

This field is open to both men and women. As a medical technologist one becomes a scientific fact-finder who performs tests that are "devised to disclose the subtle changes that disease produces in the body," thus aiding the physician in his diagnosing and treating of disease. The areas in laboratory medicine in which a technologist can specialize include hematology, clinical chemistry, bacteriology, parasitology, virology, immunology, blood banking, and nuclear medicine.

Medical technologists with a bachelor's degree may find positions in hospital laboratories, private clinics, industrial laboratories and health agencies on local and national levels. In addition there are excellent and interesting opportunities to do research, teach or work in pharmaceutical and biological laboratories. The services of technologists are being employed in such challenging fields as chromosome analysis, electron microscopy, and isotope studies - all new horizons in the field of medicine.

The Department of Medical Technology has long been recognized for its outstanding program. It was in the first group of schools of medical technology approved by the Board of Registry of the American Society of Clinical Pathologists and the Council on Medical Education of the A.M.A. on August 29, 1936.

As a profession, medical technology demands an in-depth program in college science courses to meet the increasing responsibilities of the profession. The curriculum at Loyola is designed to meet these demands. It consists of three years of intensive study on the campus followed by a continuous 12 month period of combined didactic and laboratory experience in an affiliated approved hospital school of medical technology. The curriculum on campus includes a series of nine courses in specialized areas of laboratory medicine and those courses required by the Registry of Medical Technologists of the American Society of Clinical Pathologists (ASCP) for certification, namely: 16 semester hours in chemistry, 16 hours in biology and a minimum of three semester hours in college level mathematics, as well as the courses required in the common curriculum.

A comprehensive examination must be successfully completed at the end of the junior year of college studies and before the entrance of the student into the hospital training program.

Loyola seniors are assigned to Hotel Dieu, Mercy Hospital, Southern Baptist, Touro Infirmary, and U.S. Public Health Service Hospital (Marine) for training. To be eligible for clinical training in a hospital, students must have maintained at least a 2.5 overall average and a C grade in each of the major courses.[1]

After the satisfactory completion of this course of study, a student is awarded the degree of bachelor of sciences in medical technology and is eligible to take the registry examination of the ASCP.

Upon receiving a B.S. in Medical Technology degree students may go into graduate studies in such fields as microbiology or into medical or dental programs.

BACHELOR OF SCIENCE — MEDICAL TECHNOLOGY

Freshman		**F**	**S**
Major	MedT 101-102	1	2
Major	MedT 104	0	2
Adjunct	BioSc 101-102	4	4
Adjunct	Chem 111/113-112/114	4	4
Adjunct	Math 115	3	0
Common Curriculum		3	3
Common Curriculum		3	3
		18	18
		36	

Summer Session		
Major	MedT 205	4
Adjunct	BioSc 209	4
		8

Sophomore		**F**	**S**
Major	MedT 201-211	2	2
Major	MedT 203-213	2	2
Major	MedT 215	3	0
Adjunct	Chem 211/213-316/326	4	4
Common Curriculum		3	3
Common Curriculum		3	3
Elective		0	3
		17	17
		34	

[1] Because hospitals are limited by the accrediting agency to the number of students they can accommodate, the number of students accepted for training may be limited. In such cases, assignments must be handled on a competitive basis.

Junior		F	S
Major	MedT 301-302	2	2
Major	MedT 311-321	2	3
Major	MedT 313-323	2	2
Major	MedT 331	0	2
Major	MedT 333	0	2
Adjunct	BioSc 301	4	0
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	0
		19	17
		36	

Senior (Major courses taken at an affiliated hospital)		
Major	MedT 430 Clinical Microscopy	1
Major	MedT 440 Clinical Microbiology	4
Major	MedT 450 Clinical Hematology	4
Major	MedT 460 Clinical Chemistry	4
Major	MedT 470 Blood Banking	2
Major	MedT 480 Clinical Serology	2
Major	MedT 490 Clinical Parasitology	2
TOTAL: 133 sem. hrs.		19

Clinical affiliations in New Orleans are Hotel Dieu, Mercy Hospital, Southern Baptist Hospital, Touro Infirmary, and United States Public Health Service Hospital.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF MODERN FOREIGN LANGUAGES

Chairman: Rochelle H. Ross — Office: 309 Bobet Hall
Professor: Jesus Rodriguez (Emeritus)
Associate Professors: Andree Heller (Emerita), Rochelle Ross, Raymond Sabatini, Isabel Snyder (Emerita)
Assistant Professor: Robert Dewell
Instructor: Leo V. Sovinsky

The minimum requirements for major status in the department are as follows:

1. Thirty-three hours of course work in the target language, of which an absolute minimum of 21 hours must be on the 300 level. Of these 21 hours on the 300 level, an absolute minimum of 15 hours must be literature.
2. All majors in the department must stand a comprehensive language-literature examination during their senior year. This examination will consist of two parts, a written part and an oral part. The written part will generally be taken prior to the oral part. Both parts will be based upon the students' course work and a reading list approved by the department. The comprehensive thesis requirement will be waived for those students who place sufficiently high on the Undergraduate Program field test. Only those students with valid topics approved by a committee of three faculty members in the department will be allowed to substitute a thesis for the comprehensive examination.
3. Majors in the department will generally have a total of 36 hours of electives in their junior and senior years. All majors who are not engaged in education course work or in working toward a second major outside the department are required to demonstrate proficiency in a second foreign language. A major is required to take a total of 24 hours in adjunct courses, including at least three hours in history of the major language, and six hours of English dealing with world literature. Of 15 hours of a second language, three must be in a 300 level literature course.

BACHELOR OF ARTS — MODERN FOREIGN LANGUAGES

Freshman		**F**	**S**
Major	MFL 101-102	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
		30	

Sophomore		F	S
Major	MFL 201-202	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		6	6
		18	18
		36	

Junior		F	S
Major	MFL 300 level	6	6
Adjunct		3	0
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	6
		18	18
		36	

Senior		F	S
Major	MFL 300 level	6	3
Adjunct		3	3
Electives		6	9
		15	15
TOTAL: 132 sem. hrs.		30	

Students are required to take only 12 hours of a language in their junior and only nine hours of a language in their senior year. Students are, however, strongly advised to take an additional three hours of a language in each semester of these years.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF PHILOSOPHY

Chairman: Rev. Alvin J. Holloway, S.J. Office: 411 Bobet Hall
Professors: Henry Montecino, S.J., Sandra Rosenthal
Associate Professors: David Boileau, Patrick Bourgeois, Gary Herbert, Alvin Holloway, S.J., Ann Plamondon
Assistant Professors: Stephen Rowntree, S.J., James Watson
Visiting Professor: S. Y. Watson, S.J.
Visiting Lecturer: Harold Cooper, S.J.

Philosophy has a unique role to play in any liberal arts curriculum. It is a discipline which challenges the student both to reflect on his own biases and presuppositions and to put order into his thoughts. Philosophy also teaches the student to criticise the beliefs and presuppositions of other scientific disciplines. The philosopher declares any existing scientific methodology fair game for his critical probing. The philosopher reflects on human experience in its most general aspects and seeks for meanings and connections that elude more specialized or less reflective disciplines.

The student of philosophy confronts human values precisely as values. He probes the basis of ethical judgment and subjects ethical criteria to personal critical evaluation.

Philosophy provides the student with the critial apparatus he needs to live reflectively in a pluralistic society.

Overspecialization in education dulls the student's sense of possibilities beyond the narrow scope of his limited specialized field. It sacrifices the man to his social functions. By alerting the student to the dangers of overspecialization, philosophy liberates and humanizes him.

Although philosophy is an autonomous discipline and independent of theology, philosophers have often raised the questions which most preoccupy theologians. And creative philosophers have in every age provided the vocabulary for innovative theological thought.

In a word, philosophy is an indispensable part of any liberal arts curriculum. It provides a unique stimulus to thought and to relections upon human experience.

The following courses are required in philosophy for majors: logic, epistemology, metaphysics, ethics, ancient philosophy, medieval philosophy, modern philosophy, and contemporary philosophy. The normal requirements in semester hours for a philosophy major is 30 to 33 hours. Electives for majors are offered on a continuing rotational basis.

BACHELOR OF ARTS — PHILOSOPHY

Freshman		**F**	**S**
Major	Phil	3	3
Adjunct*	Consult Adviser	3	3
Common Curriculum		9	9
		15	15
		30	

Sophomore		**F**	**S**
Major	Phil	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	6
		15	18
		33	

Junior		**F**	**S**
Major	Phil	6	6
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	6
		18	18
		36	

Senior		**F**	**S**
Major	Phil	3	3
Electives		12	12
		15	15
		30	

TOTAL: 129 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

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*Students who wish to be recommended for graduate studies in philosophy must either manifest a reading knowledge in a foreign language or successfully complete 12 semester hours in one of the following: Greek, Latin, German, French, or Russian.

DEPARTMENT OF PHYSICS

Chairman: Dr. Creston A. King, Jr. Office: 453 Science Complex
Professors: Francis Benedetto, S.J., Carl Brans, Karl Maring, S.J., (Emeritus)
Associate Professors: James Carter, S.J., Henry Garon, David Keiffer, Jr., Creston King, Lawrence Strohmeyer
Lecturer: A. Ransom Marlow, S.J.

The department is dedicated to the training of undergraduates and to the preparation of our students for advanced studies. In designing the program we have taken into account the fact that a thorough understanding of the fundamental laws of nature and of the mathematical and experimental methods used in physics provide a solid background for graduate studies not only in physics but also in many other disciplines. The curriculum is quite flexible and adaptable to the individual interest of the student. The electives in the third and fourth years present an opportunity to the student to prepare for further study in areas such as oceanography, meteorology, computer science, technical management, science teaching, and medical physics.

A recently established cooperative program with the University of Notre Dame, Notre Dame, Indiana, enables students to acquire their preengineering training at Loyola and then complete their studies at Notre Dame. Upon successful completion of the course, the student will receive a bachelor of science (physics) from Loyola and a bachelor of science in his selected field of engineering from Notre Dame.

The liberal arts-engineering "three-two" program offers the student the benefits of a small liberal arts university, the New Orleans locale, and more time in which to clearly formulate career goals. On successful completion of preengineering studies at Loyola, usually in three years, the student is guaranteed acceptance at Notre Dame as a regular student with all rights, privileges, and responsibilities of a Notre Dame student. Residency at Notre Dame will normally be for an additional two years in a field selected from aerospace, chemical, civil, electrical, engineering science, industrial, mechanical, metallurgical, and nuclear engineering.

The department's facilities, located in Loyola's Science Complex, are outstanding. Students are encouraged to participate in faculty research and in the undergraduate research participation program. This opportunity to work closely with the faculty using the sophisticated equipment of modern physics is one ot the features of the department.

Some graduate programs will require reading knowledge of a foreign language. For those planning studies in these areas it is recommended that 12 hours of the electives be devoted to foreign language.

The regular B.S. physics degree requires 40 credits in physics including those physics courses explicitly named below.

The degree B.S. physics (honors) will be granted to those students who complete a minimum of four additional credits in physics, obtain a quality point ratio of 3.0 or better in physics and mathematics and complete a thesis based on their senior year research. In addition, all seniors must pass written and oral comprehensive examinations. A pass in the

written comprehensive is obtained by scoring above the fiftieth percentile on the Undergraduate Program field test.

BACHELOR OF SCIENCE — PHYSICS

Freshman		F	S
Major	Phys 100-100	1	1
Major	Phys 111-112	5	5
Major	Phys 240-241	1	1
Adjunct	Math 201	0	3
Adjunct	Math 257-258	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		16	19
		35	

Sophomore		F	S
Major	Phys 100-100	1	1
Major	Phys 221-222	3	3
Major	Phys 223-224	3	3
Adjunct	Math 259-260	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		16	16
		32	

Junior		F	S
Major	Phys 100-100	1	1
Major	Phys 350-351	3	3
Major	Phys 370-371	2	2
Adjunct	Math 381	3	0
Common Curriculum		3	3
Elective[1]	Phys 340-341	1	1
Elective		6	6
		19	16
		35	

Senior		F	S
Major	Phys 100-100	1	1
Major	Phys 360-361	3	3
Major	Phys 372	2	0
Common Curriculum		3	3
Common Curriculum		6	6
Elective		3	3
		18	16
		34	

TOTAL: 136 sem. hrs.

[1]Optional if overall degree requirements are satisfied.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF POLITICAL SCIENCE

Chairman: Dr. S. J. Makielski, Jr. Office: 445 Bobet Hall
Professor: Stan J. Makielski, Jr.
Associate Professors: Thomas Clancy, S.J., Philip Dynia, Conrad Raabe, Edward Renwick

We offer the basic elements of an undergraduate political science program to all our students. With this education many of our graduates go on to law school or graduate school. Some pursue positions with corporations or in the federal, state, and municipal civil services. A few graduates embark directly on a career in the heady staff of politics. There is also a two year associate's program in the behavioral sciences in which the political science department participates.

As the interest in law school has increased we have tailored our curriculum to accommodate this demand. We offer three specialized programs for the student who is law school bound: the straight four year pre-law program is specially constructed through the use of adjunct courses to provide the board academic background preferred by law school; the three-one pre-law program enables a student to complete the department's requirements for a B.A. in political science in three years, enter law school, and, using his first year of law school as electives, receive his political science degree after successfully completing 30 hours in law school; finally, the department offers a very specialized program for certain students who wish to complete all their degree requirements and graduate in three years. Further information on these programs is available from the department chairman.

Regardless of program, our majors are required to take a comprehensive examination before receiving a B.A. in political science.

Because of the tradition at Loyola which produces many of the politicians of the area, we have a special interest in urban and state politics, particularly New Orleans and Louisiana politics. In 1967 the Institute of Politics was established. It is an extension service to train people, mostly young professionals, in the realities of political life with a view of encouraging them to undertake a political career. The Political Science Department nominates certain outstanding undergraduates to be associated fellows in the institute program.

BACHELOR OF ARTS — POLITICAL SCIENCE

Freshman		**F**	**S**
Major	PolSc 101 — Elec	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Sophomore		F	S
Major	PolSc 201-202; 313-314	6	6
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		18	18
		36	

Junior		F	S
Major	PolSc 301-302; 311-Elective	6	6
Adjunct		3	0
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		18	15
		33	

Senior		F	S
Major	PolSc 331-Elective	3	3
Common Curriculum		3	3
Electives		9	9
		15	15
		30	

TOTAL: 129 sem. hrs.

Specific common curriculum requirements are given in the beginning of the chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

PROGRAM IN PRE-LAW

Students who intend to proceed to Law School are strongly urged to complete an undergraduate degree first. However, the College of Arts and Sciences along with the Law School offers the combined pre-legal degree program. This program is designed to give the student a bachelor's degree after successful completion of three years in A&S and one year in the School of Law.

The program shown below is merely a listing of suggested courses to be taken to enter Law School without an undergraduate degree.

Academic advising for students who desire to follow this program is available through the departments of English, history, modern foreign languages, political science, and sociology. The student should consult the chairperson in these departments for details of program.

COMBINED DEGREE

College of Arts and Sciences — 3 years

Major	30 sem. hrs.[1]
Adjunct	*sem. hrs.[2]
Common Curriculum (Lower Division)	18 sem. hrs.
Common Curriculum (Upper Division)	18 sem. hrs.
Electives	* sem. hrs.

School of Law — 1 year

*Adjunct — to complete minimum requirement of 128 sem. hrs.
*Electives — to complete minimum requirement of 128 sem. hrs.
[1]Major and adjunct must be completed before student enters Law School.
[2]Adjunct requirements to be determined by major department.

The undergraduate program examination in major must be taken.

DEPARTMENT OF PSYCHOLOGY

Chairman: Rev. H. J. Fagot, S.J. Office: 431 Science Complex
Associate Professors: Paddy A. Doll, H. J. Fagot, S.J., G. S. Clack
Assistant Professors: J. D. Williams, K. W. Jacobs
Lecturer: Marjorie Dachowski

Today psychology plays an important part in the background that every well educated American should have. For this reason the department emphasizes the contribution that psychology can make to the liberal education of all students. At the same time the departmental program is designed to provide a thorough base of knowledge and skills for those students who are preparing to enter graduate study with the goal of becoming professional psychologists as well as those desiring a terminal degree in psychology without plans for graduate education.

Since the undergraduates who participate in the psychology program have a rich variety of goals, the department makes it a conscious aim to individualize both the learning process and the curriculum of instruction.

The Psychology Department offers courses in a variety of formats for students whose major field of concentration is not psychology. These courses are designed to help the student in other fields become intelligent "consumers" of psychology in the modern world. These courses may not be counted for psychology majors toward their degree requirements.

The bachelor's degree program leading to the B.A. in Psychology consists of two rather different parts: 1) the integrated subcurriculum, and 2) the upper division tutorial program.

Beginning and transfer students enter the integrated subcurriculum where they can proceed at their own pace to master the basic fundamentals needed for further work. This program consists of four courses which require a high degree of mastery. Only when this high level of mastery has been demonstrated beyond any doubt does the student proceed to higher level instruction.

Higher level instruction for the psychology major is done with heavy reliance on close work with a faculty tutor who directs the student in the choice of areas of study, adjunct courses, and outside readings designed with the goals and hopes of the individual student in mind. This permits maximum flexibility in the planning and efficient carrying out of a truly personalized undergraduate education.

MAJOR REQUIREMENTS FOR PSYCHOLOGY

Total hours in psychology is 33 divided as follows:

1. Integrated Subcurriculum *12 hours*
   Four courses taken in sequence. All are modular, concept-mastery in format. Although the student may register for only one of these each semester he *may,* by pacing, himself complete the work for one course and begin (in the same semester) the work for the next course in sequence.
   a. Introduction to Psychology 3 hours
   b. History of Psychology 3 hours

c. Introduction to Psychological Research 3 hours
d. Statistics and Methodology 3 hours

2. Upper division Work *21 hours*
These 21 hours constitute approximately seven content areas. All work is done in a modified tutorial mode. Each semester the upperdivision major selects, by mutual agreement, a faculty tutor who will supervise the student's learning experiences regardless of what course title the student is enrolled in. For each formal course title faculty tutors have an established list or set of behavorial objectives. The student's demonstration of concept mastery constitutes passage of the course and determination of course grade. The goal of upper division work is to prepare each individual in the best way possible to achieve the goals and objectives he has selected.

Adjunct Courses

The department maintains no set number or list of required adjuncts. Each student selects with his advisor/tutor an appropriate set of adjuncts which will maximize his preparation for achieving his own goals.

Nationally Standardized Testing

In the first term of the major's last year he takes the psychology field test from the Undergraduate Program set. This nationally standardized test compares each major with all other graduating majors in psychology. After the results are returned, the student and his tutor review them with the goal in mind of supplementing in the student's last term any areas of deficiency or interest. No minimum score is required on the test.

BACHELOR OF ARTS — PSYCHOLOGY

Freshman		**F**	**3**
Major	Psyc 101-150	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Sophomore		**F**	**S**
Major	Psyc 201-202	3	3
Adjunct	Consult Adviser	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
		30	

Junior		F	S
Major	Upper Division Courses	6	6
Adjunct	Consult Adviser	3	3
Common Curriculum		0	3
Common Curriculum		0	3
Electives		6	3
		18	18
		36	

Senior		F	S
Major	Upper Division Courses	6	3
Adjunct		3	3
Common Curriculum		3	6
Electives		6	3
		18	15
		33	

TOTAL: 129 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF RELIGIOUS STUDIES

Chairman: Rev. Stephen J. Duffy Office: 408 Bobet Hall
University Professor: C. J. McNaspy, S.J.
Associate Professors: Stephen J. Duffy, Sean Freyne, James Gaffney, Fara Impastato, O.P., Rev. Ted Peters
Lecturers: Rabbi Leo A. Bergman, Vernon Gregson, S.J.

The academic study of religion is a high priority in a university that is both Catholic and Jesuit. This study is pursued in a spirit of free intellectual inquiry. The immediate concern of the religious studies program is to achieve an understanding of man as a religious believer and of the impact of religion upon his existence. This means that religion is reflected upon as a force that has shaped and been shaped by man's social, political, scientific, and ethical concerns. Since Loyola is a Catholic university, these studies are undertaken from within the perspective of the Catholic tradition. Nevertheless, the Department of Religious Studies is ecumenical both in the composition of its faculty and in its outlook. In no sense is the department concerned to indoctrinate but to understand

Students electing to major in religious studies are assigned a faculty advisor on entrance into their program. Majors are required to complete 36 semester hours of religious studies. All majors are required to take these seven courses: Introduction to Religious Studies, Introduction to the Old Testament, Introduction to the New Testament, Pre-Reformation Christian Theology, Post-Reformation Christian Theology, Introduction to Christian Ethics, and a Seminar for Majors. An adjunct, preferably in philosophy, history, sociology, or psychology is to be determined by the student and his advisor. Majors are strongly urged to complete 12 hours of a modern foreign language. Seniors must complete a research project or take a comprehensive examination.

BACHELOR OF ARTS — RELIGIOUS STUDIES

Freshman		F	S
Major	RelSt 103	3	3
Major	RelSt 125/RelSt 155	3	3
Common Curriculum	Phil 103/ Engl 103	3	3
Common Curriculum	Hist 103/ Math 103	3	3
Common Curriculum	Science 103	3	0
Electives		3	9
		18	18
		36	

Sophomore		F	S
Major	RelSt 212-213	3	3
Major	RelSt 214	3	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	6
		18	18
		36	

Junior		F	S
Major		6	6
Adjunct		3	3
Common Curriculum		6	3
Electives		3	6
		18	18
		36	

Senior		F	S
Major	RelSt 408	3	3
Common Curriculum		3	0
Electives		9	12
		15	15
TOTAL: 138 sem. hrs.		30	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

Chairman: Dr. Pedro F. Hernandez Office: 443 Bobet Hall
Professor: Joseph H. Fichter, S.J.
Associate Professor: Pedro Hernandez
Assistant Professors: Edward B. Arroyo, S.J., Barbara Laughlin, Sally M. Seaman, Jerrol M. Seaman

REQUIREMENTS FOR MAJOR

The B.A. degree in sociology is designed to prepare students for entrance to graduate or professional school, and also to provide a thorough background in sociology for either vocational or general life purposes, i.e. for working in public or private agencies in which a background in social sciences is expected or more desirable. A major in this department consists of 35 hours in sociology: an introductory sociology course, sociological theory, social statistics, and the course in research methods are among the most important and required courses.

Sociology is a scientific discipline which must be taught and framed in a humanistic background. For this reason, a core of strictly scientific courses in the main areas of the discipline is bound up with complementary courses which will enhance the perspective of the major subject.

The beginning courses are designed to make students aware of the social forces and processes that characterize contemporary American society, as well as to provide an introduction to sociological concepts. Once they are familiar with the social environment which has shaped their own lives, students should be able to evaluate cultures and societies other than their own.

Several advanced courses are offered which should be of interest to both majors and nonmajors. For example, courses on juvenile delinquency, family life, bureaucratic organizations, social problems, etc., are of interest to all of us simply by virtue of our participation in society. The department is also making special efforts to acquaint students with the New Orleans area urban structure and to commit their efforts on behalf of the study and the solution of social problems in this region.

The major in sociology encompasses 1) *Required* courses: Introductory Sociology, Statistics, Theory, Research Methods, Field Practicum, 2) *Adjunct* courses, introductory to other social disciplines; 3) *Common Curriculum* courses, and 4) *Electives.* Many courses among those offered by the department can be counted either as adjunct or as elective courses (except the ones which are required.)

Majors must pass the GRE examination with no less points than the national average; otherwise they will face a special comprehensive examination.

BACHELOR OF ARTS — SOCIOLOGY

Freshman		F	S
Major	Socl 101-Elec	3	3
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	3
		15	15
		30	

Sophomore		F	S
Major	Socl 225-Socl 326	4	4
Adjunct		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		6	6
		19	19
		38	

Junior		F	S
Major	Socl 307-Socl 308	3	3
Major		3	3
Common Curriculum		3	3
Common Curriculum		3	3
Electives		3	6
		15	18
		33	

Senior		F	S
Major	Socl Electives and Socl 394	6	6
Common Curriculum		3	3
Elective		6	6
		15	15
		36	

TOTAL: 129 sem. hrs.

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.

SOCIAL WORK PROGRAM

In addition to the program in academic sociology, the department cooperates with the New Orleans Consortium in its program of social work. The program is predicated on the belief that in a complex and rapidly changing society, the need for agents of social service delivery is great. Optimization of opportunities and protection of rights are responsibilities which the social work profession must be prepared to address. This commitment to the needs of our society must be balanced by a sound intellectual preparation in both the theory and practice of social

work and the liberal arts. The purpose of the social work program is to provide the students with undergraduate preparation leading to a baccalaureate degree in social work, which enables one to directly enter into the social service occupations or to enter into graduate education leading to an advanced degree in social work.

Students electing social work as a major must earn a total of 35 hours, consisting of 23 hours of required courses and 12 hours of elective courses within the major. The required courses for social work majors are Introduction to Social Work, Human Growth and Development, Principles and Methods, Social Welfare as an Institution, Field Experience (401 and 402), and Social Work Research. These required courses are taught both semesters; elective courses are taught on an alternating semester basis. The most typical adjuncts for social work majors are sociology, psychology, and political science, but other areas are considered upon an individual basis.

BACHELOR OF ARTS — SOCIAL WORK

Freshman		**F**	**S**
Major	SocW 101-SocW Elec	3	3
Adjunct	Socl 101-Psyc 101	3	3
Common Curriculum		6	6
Electives		3	3
		15	15
		30	

Sophomore		**F**	**S**
Major	SocW 201, 301-302	3	6
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		15	18
		33	

Junior		**F**	**S**
Major	SocW 401 & Elective-SocW 402	7	4
Adjunct		3	3
Common Curriculum		3	3
Electives		3	6
		16	16
		32	

Senior		**F**	**S**
Major	SocW Electives-SocW 405	6	3
Adjunct		3	3
Common Curriculum		6	6
Electives		3	3
		18	15
		33	

TOTAL: 128 sem. hrs.

DEPARTMENT OF VISUAL ARTS

Chairman: Bro. Gebhard Fröhlich, S.J. Office: 1st Floor Bobet Hall
Associate Professor: Bro. Gebhard Fröhlich, S.J.
Assistant Professor: Ignatius D'Aquila
Lecturers: James Arena, William Grote

The faculty in the Department of Visual Arts teaches and guides their students toward the appreciation and experience of creativity in the visual arts, that area of expression which is so uniquely human. They attempt to let the student become aware of man's creative abilities, both in themselves through work in the studio and in others through exposure to the cultural achievements of different people and times. This helps them towards the emergence of their individual personality, their own creative talents, and a deeper commitment towards the continuing contributions to the cultural fabric.

Courses like Art Fundamentals introduce the student to the rediscovery of color and shape, of point and line, and of all elements of art. Classes are arranged whereby students may concentrate at long intervals of time for inspiration rather than at short periods interrupted by other academic requirements. Art majors have classes on Mondays, Wednesdays, and Fridays exclusively for this purpose. After adequate familiarity with materials and an introduction to design, advanced students are encouraged to tackle problems in new materials. For this purpose classes in ceramics and sculpture provide experience with new dimensions. Photography also offers innovative opportunity for image-making, often in conjunction with the Communications Department.

Psychological and historical approaches are important for art students. For this purpose classes are offered in Art of the Child, Art Therapy, and in Art History. Art History classes embrace survey courses and also concentrations in periods, all with an effort to provide a comprehensive conspectus of the monuments of the past and their significance for us today. Students eager to pursue art history have, in addition to Loyola's own library resources, several nearby art libraries, all within convenient proximity to our campus. A host of private and public libraries in cultural New Orleans make the study of art at Loyola more rewarding and meaningful.

The Department of Visual Arts helps students to pursue individualized studies where this can be done. Courses in other departments can be cross-referenced for credit in Visual Arts, in order to structure the curriculum to suit the student's particular talents and goals. Departments of Drama and Speech, and of Communications have successfully cooperated with this system. In this way, students may widen their knowledge and conveniently fulfill academic requirements for credit.

BACHELOR OF ARTS — VISUAL ARTS

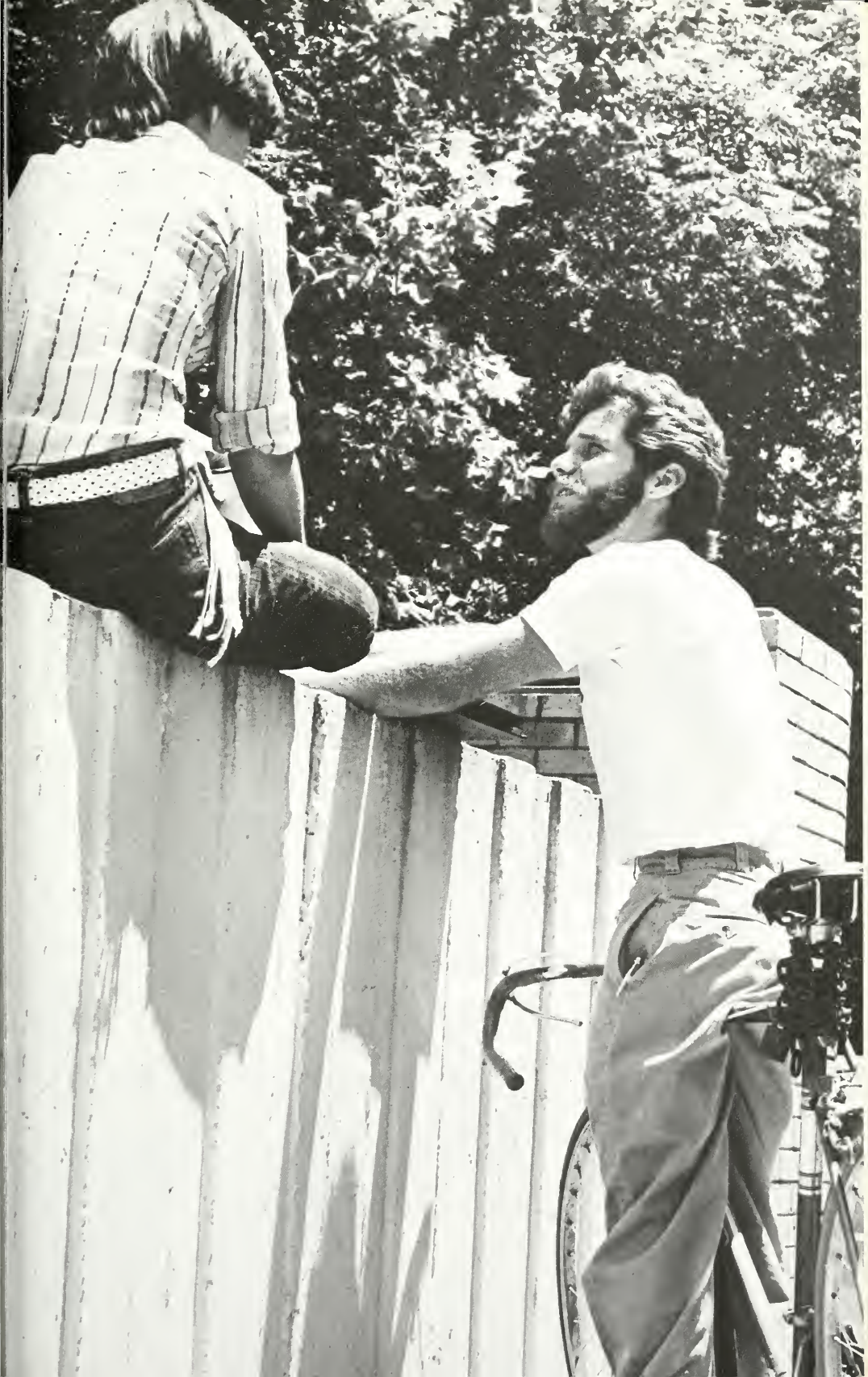
Freshman		**F**	**S**
Major	VsArt 100-101	3	3
Major	VsArt 110-111	3	3
Major	VsArt (advisor's choice)	3	3
Common Curriculum		3	3
Common Curriculum		3	3
		15	15
		30	

Sophomore		**F**	**S**
Major	VsArt 200-201 or 308-309	3	3
Major	VsArt 204-205 or 252-253	3	3
Elective		3	3
Elective		3	3
Common Curriculum		3	3
Common Curriculum		0	3
		15	18
		33	

Junior		**F**	**S**
Major	VsArt 300-301 or 308-309	3	3
Major	VsArt 304-305 or 352-353	3	3
Common Curriculum		3	3
Common Curriculum		3	3
Elective		3	3
Elective		1	1
		16	16
		32	

Senior		**F**	**S**
Major	VsArt 235-236	3	3
Major	VsArt 390-391	3	3
Major	VsArt 398-399	3	3
Common Curriculum		3	3
Common Curriculum		0	3
Elective		3	3
		15	18
TOTAL: 128 sem. hrs.		33	

Specific common curriculum requirements are given in the beginning of this chapter under *Curriculum Design*. Refer to *A&S Common Curriculum* in index for page number.



THE WALL STREET
THURSDAY JANUARY 29 1976
What's News—
Business and Finance
Leading Indicators
Blue Boxes Spread From Phone Freaks To the Well Heeled

COLLEGE OF BUSINESS ADMINISTRATION

Dean: Joseph M. Bonin, Ph.D. Office: 210 Stallings Hall
Assistant Dean: John E. Cave, Ph.D.
Assistant Dean/Director of Public Administration: William Barnett, Ph.D.
Professors: Joseph M. Bonin, Allen I. Boudreaux, Henry J. Engler, Irving A. Fosberg, G. Wallace Leftwich, G. Ralph Smith, Jacques E. Yenni, S.J.
Associate Professors: Jesse T. Barfield, John E. Cave, Thomas F. Griffin III, Robert J. Keller, Shu-Jan Liang, John W. Meredith, Margaret A. Paranilam, A. George Petrie, Daniel L. Schneid, Frank J. Stass
Assistant Professors: Ronald P. Allison, S.J., William Barnett, James H. Baskett, Ronald C. Christner, John C. Falkenroth, Arthur R. Kagle, Jagdish M. Mehta, James R. Ramsey, John E. Robbins, Michael T. Saliba II

The college, founded in 1947, is accredited by the American Assembly of Collegiate Schools of Business and the Southern Association of Colleges and Schools.

It holds membership in the American Association of Colleges and Secondary Schools, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools, the Southern Business Administration Association, and the Southwestern Business Administration Association.

DEGREES

BACHELOR OF BUSINESS ADMINISTRATION (BBA) with concentrations in accounting, economics, finance, general business, international business, management, and marketing.

BACHELOR OF PUBLIC ADMINISTRATION (BPA)

MASTER OF BUSINESS ADMINISTRATION (MBA)

OTHER PROGRAMS are pre-law, a secondary concentration in business administration, and associate of arts in business administration.

OBJECTIVES

The principal objective of the College of Business Administration is to prepare its graduates for entrance into business and government and for advancement to high level management positions.

Programs in the College of Business Administration include examination of administrative principles and quantitative approaches to decision-making common to both business and government. These programs stress the points at which major policy decisions of either business or government must give consideration to related policy decisions of the other. Emphasis is placed on the fact that management education is not limited to

organizational techniques but is, in the broadest sense, education for management responsibility.

It is the policy of the college to emphasize a broad fundamental education as the best preparation for positions carrying management or administrative responsibility.

Undergraduate programs concentrate the first two years in a broad liberal arts curriculum drawn from the social sciences, humanities, quantitative methods, and a limited number of courses in business or public administration. Students in the junior and senior years expand their work to include 1) the functions of business and government, 2) the economic and legal aspects of business and government, 3) the implications of modern analytical techniques based on quantitative methods, 4) the study of organization theory and human relations, and 5) the practice of problem-solving techniques.

In addition to these rather broad goals, the programs in this college have some specific curricular objectives. The courses are divided into three groups:

1. The arts and sciences background courses constitute nearly one half of the program and are designed to free the future executive from the limitations of a restricted technical education. Students are required to take and select courses in the College of Arts and Sciences during their degree programs. The general purpose of these courses is to provide the student with a "values" orientation as a foundation for his personal philosophy.
2. A lesser portion of the courses is in the field of economics and is designed to equip the future business leader with a broad knowledge of economic principles, problems, and analytical processes in our own country and in the principal regions of the world.
3. The professional courses in these programs constitute about 40 percent of the total courses taken and are divided into two groups:
   a. Courses designed to give broad comprehension in all of the major fields of administration including studies in the fields of accounting, law, economics, finance, management, marketing, and statistics.
   b. The fields of concentration include a limited number of upper-division courses in each of the functional fields of business and public administration.

SUMMARY OF PURPOSE

In order to provide students with a common body of knowledge of business or governmental administration, programs include the equivalent of at least one year of work comprising the following areas:

1. In the case of business enterprise, a background of the concepts, processes, and institutions in marketing and distribution, production, and financing functions; in the case of governmental administration, a background of concepts, processes, and institu-

tions of planning, organizing, controlling, budgeting, personnel practices, and policy formulation.

2. A background of the economic and legal environment of business and government enterprise, along with consideration of social and political influences.
3. A basic understanding of the concepts and methods of accounting or budgeting, quantitative methods, and information systems.
4. A study of organization theory, interpersonal relationships, control and motivation systems, and communications.
5. A study of administrative processes under conditions of uncertainty, including the integration of analysis and policy determination at the overall management level.

FRATERNITIES AND PROFESSIONAL SOCIETIES

To give recognition and encouragement to high standards of scholarship among business administration students, several honorary scholastic fraternities and organizations have been established.

Beta Alpha Psi — The purposes of this national professional and honorary fraternity are to stimulate interest and cooperation in accounting; to encourage and foster the ideal of service as the basis of the accounting profession; to promote the study of accountancy and its highest ethical standards; to act as a medium between professional men, instructors, students and others who are interested in the development of the study or profession of accountancy; to develop high moral, scholastic and professional attainments in its members; and to encourage cordial exchanges among its members and the profession generally. Accounting majors of junior standing with a 3.00 quality point average in four completed accounting courses and a 2.50 average in all other subjects shall be considered for election to membership.

Beta Gamma Sigma — The purposes of this national honor society are to encourage and reward scholarship and accomplishment among the students of business administration; to promote the advancement of education in art and science of business and to foster integrity in the conduct of business operation. Only seniors who rank in the upper tenth of their graduating class and juniors among the highest four percent of their class are considered for election to membership.

Administrative Management Society — Functioning under the auspices of the Administrative Management Society through the New Orleans Chapter, this collegiate organization fosters interest in management principles and policies among the students. Its primary purpose is to establish relations with management through talks by its representatives and tours for members intended to give further insight into the problems and practices of management. The organization also actively participates in the business meetings and the panel discussions of the New Orleans Chapter. Members are selected from the outstanding junior and senior students who are scholastically proficient in business administration subjects, and particularly in management courses.

Delta Sigma Pi — Delta Sigma Pi is an international professional commerce society. Its purposes are to foster the study of business in universities, to encourage scholarship, social activities and the Association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce; and to further a high standard of commercial ethics and culture and the civic and commercial welfare of the community.

CREDIT FROM OTHER COLLEGES

Advanced standing may be granted for work successfully completed at accredited institutions of higher learning. Credit will be granted for transferred work only when it meets the requirements for the degree sought at this university. Work of low pass grade (D or the equivalent) will not be considered for transfer.

READMISSION

The degree program of a student applying for readmission will be structured in accordance with the degree requirements in effect at the time of his readmission.

ACADEMIC WORK LOAD

A full-time student not on probation may not ordinarily take more than 18 semester hours. A student employed more than 24 hours a week, who is not on probation, may not take more than 12 semester hours.

A full-time student whose quality-point index is 3.50 or higher may not take more than 21 semester hours. A student employed more than 24 hours a week, whose index is 3.50 or higher, may take up to 15 semester hours.

A student who accepts employment after registration or at any time during a semester must report immediately to the dean, so that his program may be adjusted if necessary.

Exception to these rules requires approval of the dean.

GRADUATION ELIGIBILITY

In order to graduate, a student must meet the graduation requirements of the university and have an index in his field of concentration of at least 2.0. The field of concentration includes the required courses and courses taken as professional electives.

DEAN'S HONOR LIST

Students who achieve a quality-point index of 3.5 or higher have their names placed on the Dean's Honor List for that semester. Appearance on the list will be limited to 1) full-time students registered for a minimum of 12 semester hours and 2) part-time students registered for a minimum of 12 semester hours over a period of two consecutive semesters, which may include a summer term.

PROBATION

A student whose overall quality-point index falls below 2.0 after completing a minimum of 12 semester hours of study will be placed on probation. This probation extends over the next semester attempted and may include remedial studies as prescribed. First semester freshmen will be put on probation if their average is lower than 1.7. Probation may be extended by an additional semester under unusual circumstances at the discretion of the dean.

SUSPENSION

A probationary student whose overall quality-point index remains below 2.0 at the end of his probationary period will be suspended. Moreover, any student whose quality point index is less than 1.5 may be suspended without recourse to probation. A student suspended for poor scholarship may apply for readmission after the lapse of either the fall or spring semester. To be considered for readmission, he must submit evidence to the dean that during his absence from the university he has so conducted himself as to indicate that he will profit by readmission. No work taken at other institutions while a student is under suspension may be accepted for Loyola credit. A student readmitted after suspension is on probation and must normally remove himself from probation in a period of one term. In no case will the probationary period after readmission exceed two semesters of study. A student suspended twice for poor scholarship will not be readmitted.

CREDIT

Credit is given only after registration for a course and satisfactory completion of the required work, or upon the assignment of advanced standing in accordance with the regulations of the college.

AUDITS

In special instances, a person who has been admitted to the university may be registered, with the permission of the instructor, as an auditor in a class receiving no academic credit for his work.

An auditor is not required to take active part or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit.

MILITARY LEAVE

A student called to active duty may be granted military leave for the period of active duty, upon presentation to the dean of a copy of his orders and a petition for such leave. The student must apply for readmission to the university well in advance of the semester in which he expects to return. Students should also consult the university policy on examinations and credit.

USE OF CORRECT ENGLISH

Any student whose written or spoken English in any course is unsatisfactory may be reported by the instructor to the dean. The dean may assign supplementary work, without academic credit, varying in amount with the needs of the student. If the work prescribed is equivalent to a course, the regular tuition fee is charged. The granting of a degree may be delayed for failure to make up such deficiency in English to the satisfaction of the dean.

RESIDENCE

A minimum of 30 semester hours must be completed while registered in the College of Business Administration. This requirement applies to students transferring within the university as well as to students transferring from other institutions. Summer work may be counted toward the residence requirement, but in no case may the period of residence aggregate less than 30 weeks. Unless special permission is granted by the dean to pursue work elsewhere, the work of the senior or final year must be completed in the College of Business Administration.

Students enrolled in the Associate of Arts in Business Administration program must complete the last 30 semester hours while registered in the college.

INTERNSHIPS

The College of Business Administration offers its students the option of obtaining college credit by participating in the student internship program. This program recognizes that a student may be able to learn certain skills or acquire certain kinds of knowledge easier or more effectively working in a business or governmental environment than in the classroom. Local business and government agency jobs are available which provide this type of professional experience during a student's undergraduate college program.

Students interested in such a program must initiate a formal internship application, available in the dean's office, indicating the nature of the job, the number of credit hours requested (normally 3 semester hours), the student's academic status, and the benefits the job is expected to have in the student's professional program. Each internship application is subject to the approval of the faculty in the student's major program. Typically internships are granted to students in the last two years of their program who have achieved an overall grade point average of at least 2.5 and in no case will more than 15 semester hours of internship credit be granted to any student during his college career.

Internship credit requires that the student prepare, at a minimum, a summary of the experience indicating the contribution the program had in his professional development. Additional evaluative documents may be required. Compensation arrangements for the internship must be worked out in advance between the student and the employer and students should receive compensation commensurate wtih the responsibilities of the position. Participants in the program are urged to consult with their advisors early in their degree program so as to minimize potential sched-

uling problems. Additional information may be obtained from the Assistant Dean.

NONBUSINESS ELECTIVES

Courses which may be taken as elective courses in the College of Arts and Sciences include such areas as social sciences, foreign languages, speech, communications, mathematics, computer sciences, religious studies, philosophy, physical sciences, and military science. Specifically excluded are those arts and sciences courses listed in the degree program of this college. Students may also enroll in courses in the College of Music. City College courses, except those in the business field, which a student desires to take requires approval of the dean.

MILITARY SCIENCE

All courses in Military Science with the exception of M.S. 101 may be credited by the student toward his degree requirements. These 18 semester hours cannot replace any hours required in the College of Business Administration. They are to be utilized as arts and sciences electives.

FACULTY ADVISING

The advising for all students is done by faculty members. They normally are assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the Office of the Dean.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the preregistration, orientation, and regular registration periods. Advisors will help students plan their programs, choose career alternatives, and aid them in any academic or personal problems. Faculty advisors will also ensure that the undergraduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. Students should be aware, however, that knowledge of and adherence to regulations of the College of Business Administration and Loyola, both academic and otherwise, are the ultimate responsibility of the student himself.

BBA PROGRAMS AND DEGREE REQUIREMENTS

Programs in economics, finance, general business, international business, management, marketing, and pre-law do not require specific electives until the third year.

The program in accounting requires specific courses during the first two years.

The Bachelor of Business Administration (BBA) degree consists of 126 semester hours (except for minor variations) and has essentially five parts: 1) specific required liberal arts courses (English, mathematics, economics, behavioral sciences, and computer science — 21 hours); 2) common curriculum courses (religious studies, philosophy, English, and other approved common curriculum offerings — 24 hours); 3) nonbusiness electives (12 hours); 4) specific required business core courses (all functional fields — 45 hours); and 5) professional business electives (24 hours). All

BBA students must complete these courses (shown below) except for minor variations in the accounting program.

Course	Sem. Hrs.	Course	Sem. Hrs.
Common Curriculum		Introduction to Business	3
English	3	Principles of Accounting	6
Philosophy	6	Managerial Accounting	3
Religious Studies	6	Corporate Finance	3
Electives	9	Financial Institutions	3
English	3	Principles of Management	3
Mathematics	6	Basic Marketing	3
Principles of Economics	6	Production Management	3
Behavioral Science	3	Linear Programming and Regression Analysis	3
Law	3	Organization Strategy	3
Non-Business Electives	12	Professional Electives	24
Computer Science	3	Social Responsibility of Business	3
Statistics	6		

TOTAL: 126 semester hours

PROGRAM IN ACCOUNTING

The accounting curriculum is designed to prepare the student to be a professional accountant. The student who takes advanced studies in accounting prepares himself for a career as a professional accountant in the areas of private, commercial, and industrial accounting; public accounting; governmental service; or teaching.

The accounting program differs slightly from other BBA programs because of its clear relationship to a particular profession. More specifically, accounting students do not take Managerial Accounting, but, instead, take two business law courses and COBOL programming in addition to the general BBA requirements. Further, the total number of semester hours required for the major in accounting is 132, with the following required professional electives in the student's program: Acct 205-206, Acct 305-306, Acct 314, Acct 317-318, Acct 323, and one accounting elective (Acct 315, Acct 320, Acct 340).

Students interested in this field of concentration are urged to see their advisors early in their program to avoid any scheduling difficulties.

PROGRAM IN ECONOMICS

The economics curriculum is designed to provide students with a fundamental understanding of economic processes. Emphasis is on the conceptual framework and analytical skills necessary to an understanding of complex interrelationships among individuals, businesses, and governments, as they relate to the economic aspects of life, particularly with reference to modern industrial market economies. The program also is designed to enable students to function as intelligent and informed citizens and to be prepared for careers in business, industry, and government. Further, the program provides an excellent basis for graduate study in eco-

nomics or business as well as being an excellent preparation for law school.

In addition to the requirements for all students in the BBA program, the requirements for a major in economics are Econ 321, 322, and an additional 12 hours of 300 level economics courses.

PROGRAM IN FINANCE

Students majoring in finance have the opportunity of selecting courses placing an emphasis on the corporate, investment, and institutional aspects of the field. Completion of the degree requirements will allow direct entry into the graduate program, assuming other entry requirements are met. In addition to Fin 307 and Fin 310 which are required of all BBA students, finance majors will select a minimum of 18 hours among the following finance and related courses:

Fin	201	— Personal Finance
Fin	316	— Investments (required of finance majors)
Fin	308	— Advanced Corporate Finance
Fin	311	— Management of Financial Institutions
Fin	325	— International Financial Management
Fin	398	— Directed Individual Studies
Econ	350	— Public Finance or International Economics
Econ	322	— Intermediate Macroeconomics
Acct	315	— Federal Tax Accounting II
Fin	340	— Principles of Insurance
Fin	341	— Fundamentals of Real Estate
Fin	350	— Special Topics in Finance

Finance majors are urged to see their advisor during their sophomore year to plan their program and avoid sequencing or prerequisite problems during their last two years of course work. Some courses with narrow appeal or courses specifically constructed upon request may only be offered every other year.

PROGRAM IN GENERAL BUSINESS

The program in general business is designed specifically to give students maximum flexibility in their undergraduate business program. Students choosing the general business option must meet all general BBA degree requirements but have freedom to choose their professional business electives from any of the functional business fields, including accounting, decision sciences, economics, finance, management, and marketing.

Course prerequisites must of course be adhered to and taken into account in planning this program, but, beyond this, any 300 level business offering may become part of the program.

This program is particularly attractive for students who intend to go on for more advanced studies in business administration or other professional fields such as law.

PROGRAM IN INTERNATIONAL BUSINESS

This curriculum is designed to give the student a broad preparation for a career in international business. In addition to the requirements for all BBA majors, international business majors must take the following courses:

Acct 330 — International Accounting
Econ 309— International Economics
Fin 325 — International Finance
Mgt 340 — Management for International Business
Mgt 339 — International Law (or PolSc 317 International Law and Organization)
Mkt 372 — International Marketing

Students in this program are encouraged to take Business Logistics as an elective and to become fluent in two languages, if they are not already.

PROGRAM IN MANAGEMENT

The purpose of the undergraduate program in management is to provide professional education to students who are seeking positions of leadership in business and industry. Further, the program is designed to furnish an adequate foundation for graduate study in business administration.

Students gain a fundamental knowledge of accounting, decision science, economics, finance, and marketing through the business core curriculum required of all in the college. The management option provides an opportunity for students to enhance knowledge and skills in the process of management, as well as in the analysis, design, and operation of complex management systems.

In addition to the management courses required in the business core curriculum, students majoring in management are required to select a minimum of 12 semester hours from the following management courses:

Mgt 334 — Human Resource Management
Mgt 341 — Labor Relations
Mgt 346 — Executive Decision-Making
Mgt 350 — Special Topics in Management
Mgt 355 — Organization Theory and Behavior
Mgt 362 — Psychology in Management
Mgt 398 — Individual Studies in Management

PROGRAM IN MARKETING

The trend toward consumerism compels a marketing orientation cognizant of social as well as economic consequences of the firm's operation. The design of the program emphasizes managerial decision-making directed to the marshalling of human and material resources in the effective marketing of goods and services.

The program in marketing, therefore, is oriented toward enabling the student to engage the economic and social dimensions inherent in the

dynamics of marketing, and to work with the means of solving marketing problems and making informed decisions from a managerial standpoint. The program is expected to form the foundations for future marketing executive responsibilities and/or for graduate level studies.

Students planning to major in marketing should consult their respective advisors early in order to properly coordinate their program of studies with possible nonbusiness electives.

The courses which are required in the program in marketing (other than those required of all BBA students) are:

Mkt 310 — Marketing Research
Mkt 311 — Consumer Behavior
Mkt 376 — Advanced Marketing Strategy

Beyond these, the student majoring in marketing must select no less than six hours from among the following courses:

Mkt 315 — Business Logistics Management
Mkt 350 — Special Topics in Marketing
Mkt 354 — Retailing Management
Mkt 356 — Marketing Channels
Mkt 362 — Sales Force Management
Mkt 364 — Advertising
Mkt 372 — International Marketing
Mkt 398 — Individual Studies in Marketing

PROGRAM IN PRE-LAW

Exceptional students are sometimes admitted to the School of Law at the end of three years of undergraduate studies. At Loyola, if a student's grades are exceptionally good and his Law School Admissions Test scores are sufficiently high, he may be admitted to the Law School under this program. At the completion of his first year of Law School with satisfactory grades and with no less than 126 semester hours of work, the student is awarded the Bachelor of Business Administration degree.

Students interested in this program are advised to see their advisors early in order to determine their possible eligibility.

BPA PROGRAM AND DEGREE REQUIREMENTS

The purpose of the undergraduate program in public administration is to prepare students for a professional career in public service. In addition the program is designed to provide a sound foundation for graduate study in public administration.

The Bachelor of Public Administration (BPA) degree consists of 129 semester hours and has essentially four parts:

1. Common curriculum courses — English, philosophy, religious studies, and other approved common curriculum offerings. 24 hours.

2. Specific required liberal arts courses — behavioral science, computer science, economics, English, history, mathematics, sociology, political science, and psychology. 54 hours.
3. Specific required professional courses — accounting, finance, management, marketing, and statistics. 39 hours.
4. Professional electives — all functional fields of business or political science. 12 hours.

All students must complete the following courses:

Course	Sem. Hrs.
Common Curriculum	
English	3
Philosophy	6
Religious Studies	6
Electives	9
English	3
Mathematics	6
History	6
Political Science	12
Psychology	3
Sociology	3
Principles of Economics	6
Urban Economics or Economics of Government Regulation	3
Computer Science	3
Behavioral Science	3
Principles of Accounting	6
Total: 129 semester hours	

Course	Sem. Hrs.
Accounting for Public Administrators	3
Statistics	6
Public Finance	3
State and Local Finance	3
Financial Institutions	3
Corporate Finance	3
Principles of Management	3
Basic Marketing	3
Law for Public Administrators	3
Government Labor Relations and Personnel Administration	3
Government Systems, Planning and Control	3
Seminar in Public Administration	3
Professional Electives	12

SECONDARY CONCENTRATION IN BUSINESS ADMINISTRATION

The College of Business Administration offers a secondary concentration in business administration. This program is available to all undergraduate students in the university, except those who are earning a business degree. In addition to providing students a fundamental understanding of the basic business disciplines, this program is designed to facilitate entry into the MBA program by including the necessary prerequisites. Thus any student earning the secondary concentration in business administration may enter directly into Loyola's MBA program, providing the student's other qualifications are acceptable.

The program consists of the following courses:

Course	Sem. Hrs.
Acct 105-106 — Principles of Accounting	6
Econ 201-202 — Principles of Economics	6
Fin 307 — Corporate Finance	3
Mgt 205 — Business Law I	3
Mgt 305 — Principles of Marketing	3
DecSc 214-215 — Business Statistics I and II	6
Total: 27 semester hours	27

The foregoing list assumes that the student has achieved adequate preparation in the behavioral sciences, mathematics, and computer science. This preparation is normally demonstrated as follows:

1. Behavioral science by successful completion of a three hour course in behavioral science, psychology, or sociology.
2. Mathematics by successful completion of six hours of course work including exposure to elementary calculus.
3. Computer science by successful completion of a three hour undergraduate course in computer programming or by relevant work experience.

In case a proficiency has not been achieved in a particular area additional work may be required.

ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION

The two-year Associate of Arts program in business administration is a program for students who believe that two years of college are all that they will be able to pursue. It consists of the following courses:

Accounting 105/106	Principles of Accounting
English 103	Freshmen English
English Elective	3 semester hours
Common Curriculum	Religious Studies (6 hours)
Common Curriculum	Philosophy (6 hours)
Management 105	Behavioral Science
Mathematics 115/116	Math for Business Majors
Computer Science 150	FORTRAN Programming
Accounting 203	Managerial Accounting
Management 305	Principles of Management
Marketing 305	Basic Marketing
Economics 201	Macroeconomics
Economics 202	Microeconomics
Nonbusiness Electives	12 semester hours

TOTAL: 63 semester hours

CITY COLLEGE

Dean: Walter S. Maestri, III, Cand.Ph.D. Office: 112 Marquette Hall
Associate Professors: John P. Clark, John W. Crowther, C. Franklin Lynette, S.J., Anthony R. Mawson, Jack Wright, Jr.
Assistant Professors: Gregory Curtin, S.J., John McFarland, S.J., Thomas Mulcrone, S.J., Carol Deinhardt Mawson
Instructors: Ronald Allison, S.J.

City College is a charter member of the Association for Continuing Higher Education.

ADMISSIONS PROCEDURES

Admission to City College is explained in the chapter titled *Admission.*

ADMISSION ON PROBATION

A student may be admitted on probation. The terms and conditions of any such probation will be determined by the dean of City College on an individual basis and communicated to the student.

ADVANCED STANDING AND PLACEMENT

Credit for advanced standing against the specific requirements of degree programs will be determined by the dean of City College. Transfer students should not expect this determination to be made before receipt of the evaluation of credits from the Office of Admissions.

Advanced placement may be granted by the dean of City College where such placement appears warranted by reference to the student's previous record. All such placement is initiated at the request of the individual student.

PREREQUISITES FOR SPECIFIC COURSES

City College courses have specific prerequisites, where introductory or survey courses exist. Those courses are required to be completed before any of the higher numbered courses may be scheduled. Lower division accounting, English, mathematics, and modern foreign language courses must be scheduled in sequence.

Students not enrolled in degree programs may register for courses without regard to the prerequisites subject to the approval of the instructor.

Any student who enrolls for courses for which he does not have the necessary prerequisites does so at his own peril as the instructor may insist that he withdraw from the class.

REQUIREMENTS FOR DEGREE

All degrees are granted on the basis of a minimum of 128 semester hours of applicable college work, fulfillment of the specific degree requirements as set forth below, a cumulative and Loyola quality point average of at least 2.0, and a quality point average of at least 2.0 in the field of concentration. A minimum of 30 semester hours, at least the last 30, must be spent in residence at Loyola, the last 24 hours of which must be successfully completed in City College. A minimum of 50 percent of the courses in the field of concentration must be successfully completed at Loyola University.

No more than 12 semester hours may be scheduled in any one semester without the authorization of the dean. Students on probation may schedule no more than nine semester hours.

BACHELOR OF BUSINESS ADMINISTRATION (Accounting Major) — CmpSc 150 and 355; Engl 101 and 102; Math 115 and 116; and six hours philosophy; any six hours theology; Acct 105, 106, 205, 206; DecSc 214 and 215; Econ 201 and 202; Fin 307 and 310; Mgt 101, 105, 205, 206, 305, 338, 345 and 380; Mkt 305; 21 hours accounting electives (305, 306, 314, 317, 318, 323 and either 315, 320 or 340); three hours professional electives; and 21 hours nonbusiness electives.

BACHELOR OF BUSINESS ADMINISTRATION (General Business Major) — CmpSc 150; Engl 101 and 102; Math 115 and 116; any six hours philosophy; any six hours theology; Acct 105, 106 and 203; DecSc 214 and 215; Econ 201-202; Fin 307 and 310; Mkt 305; Mgt 101, 105, 205, 305, 338, 345 and 380; 27 hours professional business electives; and 21 hours nonbusiness electives.

BACHELOR OF LIBERAL STUDIES (with concentration in theology, philosophy, history, English, language) — English 101-102-201-202; history or Political Science 101-102-201-202; six hours mathematics; Language 101-102-201-202; any 12 hours philosophy; any eight hours science (biology, chemistry, or physics); any three hours drama-speech; any 12 hours theology; any six hours fine arts; plus 45 hours electives, 21 hours of which must be upper division humanities courses.

BACHELOR OF SOCIAL STUDIES (with concentration in history, political science, sociology, or psychology) — English 101-102-201-202; history or Political Science 101-102-201-202; any six hours mathematics; any nine hours philosophy; any eight hours science (biology, chemistry, or physics); any three hours drama-speech; any nine hours theology; any six hours fine arts; Psychology 101 plus any 200 level course; Sociology 101 plus any 200 level course; Language 101-102; plus 45 hours electives, 21 hours of which must be upper division Social Studies courses.

BACHELOR OF CRIMINAL JUSTICE — English 101-102, 201-202; any six hours mathematics; any nine hours philosophy; Psychology 101 plus any other six hours; Sociology 101 plus any other six hours; any nine hours theology; Criminology 221 and any additional law enforcement area course; Criminology 232, 365 or 204; Criminology 315 or 309, and any additional law area course; Criminology 250 or 251; plus 12 semester hours of criminal justice electives; plus 36 hours which may be chosen from among all the course offerings, including liberal arts and criminal justice courses.

BACHELOR OF SCIENCE (Nursing Completion Program) — Engl 101-102, 201-202; History and language 101 and 102; any three hours DrSp; Phil 101, 302 and any additional three hours in philosophy; any nine hours theology; any six hours mathematics; Psyc 101 plus any additional six hours psychology; Socl 101 plus any additional six hours sociology; six hours Nursing Trends; MedT 101, 201, 203, 311 and 313; and 21 hours free electives. Advanced standing of 30 hours is granted for previous nursing training.

ASSOCIATE PROGRAMS

City College offers the following associate degree programs:

ASSOCIATE OF ARTS IN BUSINESS ADMINISTRATION — Engl 101-102; any six hours philosophy; any six hours theology; Math 115 and 116; CmpSc 150; Econ 201 and 202; Acct 105, 106 and 203; Mgt 105 and 305; Mkt 305; 12 hours nonbusiness electives.

ASSOCIATE IN SOCIAL STUDIES — English 101-102, 201-202; 12 semester hours history and/or political science; Psychology 101 and an additional psychology course; Sociology 101 and an additional sociology course; Drama Speech 101; any six hours fine arts; Philosophy 101 and an additional philosophy course; any six hours theology; any six hours mathematics; one hour free elective.

ASSOCIATE IN CRIMINAL JUSTICE — English 101-102; any three hours mathematics; Philosophy 101; Psychology 101; Sociology 101; any six hours theology; History 101-102 or 201-202 or Political Science 101-102; 18 semester hours of modified criminal justice core courses; plus 16 semester hours of electives.

CHANGE OF STATUS

FIELD OF CONCENTRATION — Any student may, upon application to the dean of City College, change his field of concentration. The student will bear the risk of any nonapplicable courses.

NON-CREDIT TO CREDIT — A noncredit student may apply to the Office of Admissions to have his status changed to that of a credit student. No credit will be allowed for courses previously scheduled as noncredit.

UNCLASSIFIED STUDENTS — An unclassified student who decides to begin working toward a degree may apply to the dean of City College to have his status changed so that he is enrolled in a degree program. At this time the student will be assigned an adviser to assist him in fulfilling the requirements of a degree.

COLLEGE OF MUSIC

Acting Dean: Thomas W. Tunks, Ph.D. Office: 107 MacDonald Hall
Professors: Guy F. Bernard, Charles Braswell, Elise Cambon, Michael Carubba
Associate Professors: Arthur Cosenza, Patrick McCarty, Harvey Olin
Assistant Professors: Anthony Decuir, Joseph Hebert, George Jansen, Janet Martin, Esther Olin, Joan Purswell, Thomas Tunks, Larry Wyatt
Instructors: Richard Greene, William Horne, H. Jac McCracken

The college, founded in 1932, is accredited by the National Council for Accreditation of Teacher Education and the Southern Association of Colleges and Schools.

It holds membership in the National Association of Schools of Music, Association of American Colleges, Jesuit Educational Association, National Catholic Educational Association, Southern Association of Colleges and Schools and the National Association for Music Therapy.

The College of Music offers the opportunity to combine liberal arts studies with professional music courses in the only college of music conducted by the Jesuit Fathers in the United States. Historically, New Orleans offers an abundance of cultural opportunities. The city supports an opera company, a major symphony orchestra, a professional choir, and numerous smaller professional organizations. Traditionally, students from Loyola have played an important role in the life of the city. Students study and work in close proximity with professional singers, players, and conductors.

The College of Music is a member of the National Association of Schools of Music and all programs are in accordance with the regulations set forth by this organization. The curricula in music education fulfill requirements for various types of teacher certification in the State of Louisiana. The Department of Music Therapy is a fully accredited member of the National Association for Music Therapy.

ADMISSION REQUIREMENTS

In addition to university admission procedure, the College of Music requires entrance examinations of all incoming freshmen. Students not meeting minimum standards will be placed in preparatory courses without credit until these standards are attained.

PERFORMANCE STANDARDS AND BARRIERS

All students are required to pass a sight-singing barrier examination consisting of singing at sight samples of music in compound and simple meters involving subdivision and modulations to closely related keys. This barrier must be passed prior to any junior or higher level theory course or prior to graduation, whichever is sooner.

Every candidate for a music degree, regardless of major, must display a minimum proficiency in piano. An examination to determine such proficiency is ordinarily given at the end of the sophomore year. Students not meeting requirements by this time must continue to elect piano *at their own expense* until the required standards are met.

A satisfactory level of performing ability on the major instrument is required of all students before they are allowed to enroll for junior or senior level applied music. This ability may be determined by members of the department concerned, or by audition in the case of a transfer student.

A student teacher barrier examination is required of all bachelor of music education students prior to student teaching and, normally, is taken the semester immediately preceding that semester in which student teaching is to be done.

Junior and senior recitals are required of all bachelor of music candidates with the exception of theory and composition and piano pedagogy majors who present only a senior recital. A minimum of one recital appearance during the four year period of study is required for all bachelor of music education and bachelor of music therapy candidates. All students must stand jury examinations each semester that they are enrolled for applied study.

A variety of more specific proficiencies are stipulated by individual degree programs and departments. Students are requested to consult their advisers concerning these requirements.

DEGREE PROGRAMS

Bachelor of Music with majors in:

Harpsichord	Piano
Instrumental	Piano Pedagogy
Jazz Studies	Theory and Composition
Organ	Voice

Curricula in instrumental music, harpsichord, piano, piano pedagogy, organ, theory and composition, and voice are designed for students who wish to become performers, accompanists, composers or conductors. These curricula are also designed for students planning graduate study leading to a college or university teaching career.

Bachelor of Music with major in Music Therapy

The major in music therapy is a professional degree designed for students who wish to work with the mentally ill, physically handicapped, and exceptional children.

Bachelor of Music Education with majors in:

Instrumental	Piano
Instrumental and Vocal	Vocal

The bachelor of music education curricula are designed to fulfill requirements for teacher certification at the secondary level in the State of Louisiana. Courses in these programs have been planned so that they may also be taken in preparation for graduate study leading to a teaching career on the college or university level.

Master of Music with concentrations in:

Instrumental	Piano	Vocal

Master of Music Education with concentrations in:

Instrumental Piano Vocal

Master of Music in Music Therapy with concentrations in:

Instrumental Piano Vocal

Details on graduate programs are given in the *Graduate Bulletin.*

ORGANIZATIONS

UNIVERSITY BAND — Membership in the University Concert Band is open to all university students by audition.

UNIVERSITY CHAMBER ORCHESTRA — A select ensemble performing chamber and symphonic works from the Baroque through the Contemporary periods. A concerto concert is a normal part of the orchestra's activity, designed to give outstanding student performers an opportunity for solo performance with orchestral accompaniment. The orchestra also frequently joins with the University Chorus in a joint performance of a major choral work. Membership is by audition.

UNIVERSITY CHORUS — A large choral organization specializing in large choral works with orchestral accompaniment. Open to all university students.

UNIVERSITY CHORALE — A select choral organization open to all university students by audition.

UNIVERSITY TRAINING ORCHESTRA — A nonselected ensemble. This organization exists for the purpose of giving nonstring majors an opportunity to develop their string capability during their college years. Elementary materials are read at rehearsals. Outside preparation is not required. School string instruments may be used by the student if necessary. Prerequisite is Mus 161 or 162.

UNIVERSITY WIND ENSEMBLE — Available to woodwind, brass, and percussion players within limits of the instrumentation of works studied and performed. Membership by audition.

OPERA WORKSHOP — This class concentrates on music, text and stage direction simultaneously. In addition to learning the staging of their own parts in scenes of complete operas, the students are instructed in the techniques of operatic stage deportment applicable to any role. Emphasis is placed on opera that is good theatre.

MADRIGAL SINGERS — A very select vocal chamber ensemble concentrating on repertoire of the Renaissance and Baroque periods. Emphasis on solo and ensemble performance of chansons, madrigals, and related forms as well as their dramatic offshoots.

BRASS ENSEMBLE — A group specializing in performance of fine literature for brass ranging from early Baroque music to the most modern composition. Open to all university students by audition.

PERCUSSION ENSEMBLE — Open to all players with the necessary performing proficiency. Study and performance of literature for varied combinations of percussion instruments.

STRING ENSEMBLE — Trio and quartet ensembles are organized each semester to train string majors as ensemble performers. Each ensemble receives a lesson each week and is expected to rehearse together between lessons. Ensembles perfect their playing with the objective in mind of per-

forming at student recitals. Off campus performances are frequently arranged.

WOODWIND ENSEMBLE — A program open to woodwind players who have the required qualifications. Study and performance of standard and modern literature.

JAZZ/LAB BAND — The stage band offers interested musicians an opportunity to perform music in the popular and jazz idioms. Study of arranging and techniques of improvisation. Open to university students by audition.

LOYOLA BALLET — Open to university students who have the required training and ability. Rehearsals are held on weekends in preparation for winter performance with the Loyola Concert Band.

PHI BETA — Phi Beta, national professional fraternity of music and speech, was founded in 1912 at Northwestern University Epsilon Chapter was installed at Loyola in 1938. The purpose of the fraternity is to promote the best in music and speech and to develop professional ability in these two arts.

ALPHA MU — National professional music therapy fraternity. Membership is open to music therapy majors and other students who are interested in the advancement of music therapy. Second semester freshmen and upper classmen are eligible for membership. Alpha Mu is dedicated to the promotion of fraternal spirit among students and to the professional advancement of music therapy through lectures, hospital (institutional) observation and volunteer activities in which music students are invited to participate.

STUDENT CHAPTER OF MUSIC EDUCATORS NATIONAL CONFERENCE — Open to all music students. Members receive subscription to *Music Educators Journal,* sponsor visiting lecturers and recitalists, and offer paraprofessional services to the community.

DEAN'S HONOR LIST

Students with a 3.5 grade point average or better in a semester are placed on the Dean's Honor List for that semester.

BACHELOR OF MUSIC — HARPSICHORD

(See Bachelor of Music — Piano, Organ, Harpsichord)

BACHELOR OF MUSIC — INSTRUMENTAL

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelSt/Phil 395, 396			Music as Value I & II	3	3
				16	16
				32	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Major Instrument	3	3
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Common Curriculum			Philosophy/Theology	3	3
				16	18
				34	

Junior				F	S
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I & II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		366	Instrumental Conducting	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Philosophy/Theology	3	3
			Non-Music Electives	3	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	315	316	Orchestration I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Elective	3	3
			Non-Music Electives	3	3
				16	16
				32	

BACHELOR OF MUSIC — JAZZ STUDIES

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
Rel St/Phil	395, 396		Music as Value I & II	3	3
Mus	115	116	Perspectives of Jazz I & II	1	1
Mus	117	118	Improvisation	1	1
				18	18
				36	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Major Instrument	3	3
Mus	237		Evolution of Jazz Styles	2	2
Mus		238	Intro to Music Literature	2	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Common Curriculum			Philosophy/Theology	3	3
Mus	217	218	Improvisation	1	1
				19	21
				40	

Junior				F	S
Mus	307	308	Recital	0	0
Mus		310	Jr. Recital	0	0
Mus	311	312	Jazz Counterpoint and 18th Century Counterpoint	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I & II	3	3
Mus	365	366	Conducting (Essen. & Area)	2	2
Mus			Major Ensemble	1	1
Common Curriculum			Philosophy/Theology	3	3
Mus	317	318	Improvisation	1	1
				15	15
				30	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	315	316	Orchestration I & Arranging	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque	2	0
Mus		438	Contemporary History	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Elective	3	3
			Non-Music Elective (possible Jazz studies)	3	3
Mus	417	418	Advanced Improvisation I & II	1	1
				17	17
				34	

BACHELOR OF MUSIC — MUSIC THERAPY[1]

Freshman				F	S
Mus	107	108	Recital Hour	0	0
Mus	111	112	Theory I & II	4	4
Mus	125	126	Major Instrument	2	2
Mus	121	122	Class Piano	2	2
Mus	151		Music Therapy I (not required for transfers)	2	0
Mus			Major Ensemble	1	1
RelSt/ Phil	395	396	Music as Value	3	3
Engl			English	3	3
				17	15
				32	

Sophomore				F	S
Mus	207	208	Recital Hour	0	0
Mus	211		Theory III	4	0
Mus	225	226	Major Instrument	2	2
Mus		238	Music Literature	0	2
Mus	253A		Music Therapy II	3	0
Mus	253B		Music Therapy II Laboratory	1	0
Mus	323	324	Guitar	1	1
Mus			Major Ensemble	1	1
			Psychological Evaluation	0	0
Psyc	101		Introductory Psychology	3	0
Psyc	336		Abnormal Psychology	0	3
Psyc	201	202	Statistics	3	3
Engl			English	0	6
				18	18
				36	

Junior				F	S
Mus	307		Recital Hour	0	0
Mus	325		Major Instrument	2	0
Mus	365		Conducting	2	0
Mus		353A	Music Therapy III	0	3
Mus		353B	Music Therapy III Laboratory	0	1
Mus		354	Music Therapy IV		12
Mus			Major Ensemble	1	0
Mus			Music Electives[2]	3	0
Common Curriculum			Philosophy	3	0
			Human Science Electives	3	0
Psyc			Psychology Exceptional Child	3	0
				17	16
				33	

Senior				F	S
Mus	407	408	Recital Hour	0	0
Mus	337		Music History	3	0
Mus		453	Music Therapy	0	4
Mus			Music Electives[2]	6	3
Mus			Major Ensemble	1	1
Mus		465	Clinical Training (for transfer students only)	0	1
Mus			Functional Music Barrier	0	0
DrSp	420	421	Psychodrama (preferred)	3	3
Common Curriculum			Theology	3	0
			Human Science Electives	0	6
				16	18
				34	

[1]A curriculum leading to registration in music therapy and certification in music education is available upon request

[2]Ensembles are not allowed for music elective credit

BACHELOR OF MUSIC — PIANO, ORGAN, HARPSICHORD[1]

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I-II	4	4
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelSt/Phil 395, 396			Music as Value I & II	3	3
			Non-Music Electives	3	3
				17	17
				34	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III-IV	4	4
Mus	227	228	Major Instrument	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Common Curriculum			Philosophy/Theology	3	3
Common Curriculum			Philosophy	3	0
				17	16
				33	

Junior				F	S
Mus	301	302	Accompanying	1	1
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I-II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I-II	3	3
Mus	341	342	Piano Pedagogy and Literature	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Elective	3	3
				18	18
				36	

Senior				F	S
Mus	401	402	Accompanying	1	1
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form & Analysis I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus			Music Electives	2	2
Mus			Major Ensemble	1	1
			Non-Music Electives	3	3
Common Curriculum			Theology	3	0
				17	14
				31	

[1]Organ and harpsichord majors substitute the appropriate literature and pedagogy for piano literature and pedagogy. Six sem. hrs. required. Two years of foreign language study is recommended.

BACHELOR OF MUSIC — PIANO PEDAGOGY

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	127	128	Major Instrument	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelSt/Phil 395, 396			Music as Value I & II	3	3
			Non-Music Electives	3	3
				17	17
				34	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	227	228	Major Instrument	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Common Curriculum			Philosophy/Theology	3	3
Common Curriculum			Theology	3	0
				17	16
				33	

Junior				F	S
Mus	301	301	Accompanying	1	1
Mus	307	308	Recital	0	0
Mus	311	312	Counterpoint I & II	2	2
Mus	327	328	Major Instrument	3	3
Mus	337	338	Music History I & II	3	3
Mus	341	342	Piano Pedagogy & Literature	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Elective	3	3
				18	18
				36	

Senior				F	S
Mus	401	402	Accompanying	1	1
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	411	412	Form and Analysis I & II	2	2
Mus	427	428	Major Instrument	3	3
Mus	437		Pre-Baroque History	2	0
Mus		438	Contemporary History	0	2
Mus	443	444	Pedagogy Practice	2	2
Mus			Major Ensemble	1	1
Mus			Music Electives	2	2
Common Curriculum			Philosophy	3	0
			Non-Music Electives	3	3
				19	16
				35	

BACHELOR OF MUSIC — THEORY AND COMPOSITION

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I-II	4	4
Mus	125	126	Major Instrument	2	2
Mus			Minor Instruments	3	3
Mus			Major Ensemble	1	1
Engl			English	3	3
RelSt/Phil 395, 396			Music as Value I & II	3	3
Common Curriculum			Elective	3	3
				19	19
				38	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III-IV	4	4
Mus	213	214	Composition Essen.	2	2
Mus	225	226	Major Instrument	2	2
Mus			Minor Instruments	4	4
Mus		238	Intro. to Music Lit.	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
				16	18
				34	

Junior				F	S
Mus	307	308	Recital	0	0
Mus		310	Junior Recital	0	0
Mus	311	312	Counterpoint I-II	2	2
Mus	313	314	Composition	2	2
Mus	315	316	Orchestration I & II	2	2
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	365		Essential of Conduct	2	0
Mus			Instrumental, or Choral Conducting	0	2
Mus			Major Ensemble	1	1
Common Curriculum			Philosophy/Theology	3	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital[1]	0	0
Mus	411	412	Form and Analysis I & II	2	2
Mus	413	414	Composition	3	3
Mus			Major Ensemble	1	1
Mus	425	426	Major Instrument	2	2
Common Curriculum			Philosophy/Theology	3	3
			Non-Music Electives	3	3
				14	14
				28	

[1]A recital of original works may be substituted for the recital in applied music.

BACHELOR OF MUSIC — VOICE

Freshman				F	S
Mus	103		Italian Diction	1	0
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Voice	3	3
Mus	185	186	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
RelSt/Phil	395, 396		Music as Value I & II	3	3
				18	17
				35	

Sophomore				F	S
Mus	104		French Diction	1	0
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Voice	3	3
Mus		238	Introduction to Music Literature	0	2
Mus	285	286	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Engl			English	3	3
Lang[1]			Language	3	3
				18	19
				37	

Junior				F	S
Mus	105		German Diction	1	0
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	310		Junior Recital	0	0
Mus	311		Counterpoint I	2	0
Mus	327	328	Voice	3	3
Mus	337	338	Music History I & II	3	3
Mus	385	386	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Lang			Language	3	3
Common Curriculum			Philosophy/Theology	3	3
Common Curriculum			Theology	0	3
				17	17
				34	

Senior				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	411		Form & Analysis I	2	0
Mus	427	428	Voice	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus	485	486	Opera Workshop	1	1
Mus			Major Ensemble	1	1
Common Curriculum			Elective	3	3
Common Curriculum			Philosophy	0	3
			Non-Music Electives	3	0
				15	13
				28	

[1]Two years of language other than Spanish is required in addition to the diction classes in Italian, French, and German.

BACHELOR OF MUSIC EDUCATION — INSTRUMENTAL

Freshman				F	S
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	125	126	Major Instrument	2	2
Mus	161	162	Strings	1	1
Mus			Major Ensemble	1	1
Engl			English Grammar	3	0
Engl			English Composition	0	3
Math			Mathematics	3	3
RelSt/ Phil	395	396	Music as Value I & II	3	3
				19	19
				38	

Sophomore				F	S
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano	2	2
Mus	225	226	Major Instrument	2	2
Mus		238	Introduction to Music Literature	0	2
Mus	261	262	Brass & Percussion	2	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem/BioSc			Chemistry/Biology	4	4
Educ			Introduction to Education	3	0
				21	20
				41	

Junior				F	S
Mus	307	308	Recital	0	0
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	361	362	Woodwinds	2	2
Mus	365		Essentials of Conducting	2	0
Mus		366	Instrumental Conducting	0	2
Mus			Major Ensemble	1	1
Educ	302		Adolescent Psychology	3	0
Educ		364	Psych. Teach Music in Sec. Schools	0	3
Hist			US History	0	3
PhyEd			Physical Education	2	2
Phys			Physics	4	0
				19	18
				37	

Senior				F	S
Mus	407	408	Recital	0	0
Mus		410	Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus			Major Ensemble	1	0
Educ		350	Student Teaching	0	6
Educ	351		Educational Methods	3	0
Econ			Economics	3	0
Common Curriculum			History	3	0
Common Curriculum			Social Studies	0	3
				12	11
				23	

BACHELOR OF MUSIC EDUCATION — INSTRUMENTAL AND VOCAL MUSIC[1]

First Year				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	125	126	Major Instrument	2	2
Mus	161	162	Strings	1	1
Mus			Major Ensemble	1	1
Engl			English Grammar	3	0
Engl			English Composition	0	3
Math			Mathematics	3	3
RelSt/Phil	395, 396		Music as Value I & II	3	3
				19	19
				38	

Second Year				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	225	226	Major Instrument	2	2
Mus	125	126	Voice	2	2
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem/BioSc			Chemistry/Biology	4	4
				18	20
				38	

Third Year				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	225	226	Voice	2	2
Mus	325	326	Major Instrument	2	2
Mus	337	338	Music History I & II	3	3
Mus	261	262	Brass & Percussion	2	2
Mus			Major Ensemble	1	1
Educ			Introduction to Education	3	0
Common Curriculum			Social Studies	3	0
Phys			Physics	0	4
PhyEd			Physical Education	2	2
				18	16
				34	

Fourth Year				F	S
Mus	407	408	Recital	0	0
Mus	325	326	Voice	2	2
Mus	427	428	Major Instrument	3	3
Mus	361	362	Woodwinds	2	2
Mus	365		Essentials of Conducting	2	0
Mus			Instrumental or Vocal Conducting	0	2
Mus			Major Ensemble	1	1
Econ			Economics	0	3
Educ	302		Adolescent Psychology	3	0
Educ		364	Psych. Teach. Music in Sec. Schools	0	3
Hist			US History	3	0
				17	16
				33	

Fifth Year				F	S
Mus	315	316	Orchestration I & II	2	2
Mus	410		Senior Recital	0	0
Mus	425		Voice	2	0
Mus			Major Ensemble	1	0
Educ	351		Educational Methods	3	0
Educ		350	Student Teaching	0	6
Common Curriculum			History	3	0
				11	8
				19	

[1]A five year course, certification in instrumental and vocal music.

BACHELOR OF MUSIC EDUCATION — PIANO[1]

Freshman				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	127	128	Piano	3	3
Mus	127	128	Voice	3	3
Mus			Major Ensemble	1	1
Engl			English Grammar	3	0
Engl			English Composition	0	3
Math			Mathematics	3	3
RelSt/Phil	395, 396		Music as Value I & II	3	3
				20	20
				40	

Sophomore				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	227	228	Piano	3	3
Mus	227	228	Voice	3	3
Mus			Major Ensemble	1	1
Mus		238	Introduction to Music Literature	0	2
Engl			English	3	3
Chem/BioSc			Chemistry/Biology	4	4
Educ			Introduction to Education	3	0
				21	20
				41	

Junior				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	327	328	Piano	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Educ	302		Adolescent Psychology	3	0
Educ		364	Psych. Teach. Music in Sec. School	0	3
Phys			Physics	4	0
Econ			Economics	0	3
PhyEd			Physical Education	2	2
Hist			US History	0	3
				18	20
				38	

Senior				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus	341		Piano Literature & Pedagogy	3	0
Mus			Major Ensemble	1	0
Educ		350	Student Teaching	0	6
Educ	351		Education Methods Choral	2	0
Educ	351		Educational Methods — Classroom	2	0
Common Curriculum			Social Studies	0	3
Common Curriculum			History	3	0
				13	11
				24	

[1]Certification in piano and voice; student teaching to be done in choral music.

BACHELOR OF MUSIC EDUCATION — VOCAL

Freshman				F	S
Mus	106		Vocal Repertoire	0	0
Mus	107	108	Recital	0	0
Mus	111	112	Theory I & II	4	4
Mus	121	122	Piano Class	2	2
Mus	127	128	Voice	3	3
Mus			Major Ensemble	1	1
Engl			English Grammar	3	0
Engl			English Composition	0	3
Math			Mathematics	3	3
RelSt/Phil	395, 396		Music as Value I & II	3	3
				19	19
				38	

Sophomore				F	S
Mus	206		Vocal Repertoire	0	0
Mus	207	208	Recital	0	0
Mus	211	212	Theory III & IV	4	4
Mus	221	222	Piano Class	2	2
Mus	227	228	Voice	3	3
Mus		238	Introduction to Music Literature	0	2
Mus			Major Ensemble	1	1
Engl			English	3	3
Chem			Chemistry	4	0
BioSc			Biology	0	4
Educ	100		Introduction to Education	3	0
				20	19
				39	

Junior				F	S
Mus	306		Vocal Repertoire	0	0
Mus	307	308	Recital	0	0
Mus	325	326	Piano	2	2
Mus	327	328	Voice	3	3
Mus	337	338	Music History I & II	3	3
Mus	365		Essentials of Conducting	2	0
Mus		368	Choral Conducting	0	2
Mus			Major Ensemble	1	1
Hist			US History	0	3
PhyEd			Physical Education	2	2
Phys			Physics	4	0
Educ	302		Adolescent Psychology	3	0
Educ		364	Psych. Teach. Music in Sec. Schools	0	3
				20	19
				39	

Senior				F	S
Mus	407	408	Recital	0	0
Mus	410		Senior Recital	0	0
Mus	315	316	Orchestration I & II	2	2
Mus			Major Ensemble	1	0
Econ			Economics	3	0
Educ		350	Student Teaching	0	6
Educ	351		Educational Methods — Choral	2	0
Educ	351		Educational Methods — Classroom	2	0
Common Curriculum			History	3	0
Common Curriculum			Social Studies	0	3
				13	11
				24	

SUMMER SESSION

Director: Walter S. Maestri, III Office: 112 Marquette Hall

Loyola offers summer instruction in all areas of arts and sciences, in the Colleges of Business Administration, Music, and City College. Work can also be done in graduate studies and in law. Special programs in communications, drama, international studies, and journalism are offered. For several years the university has sponsored SCOPE and Upward Bound programs for secondary school students.

Two five week terms are offered. All summer work is accepted towards a regular degree, and degrees are awarded in August. Campus housing is available, but not financial aid.

ADMISSION

All students currently enrolled, all students who are in good standing at other universities, and all entering freshmen are eligible to attend the summer session. Undergraduate students not currently enrolled at Loyola should write directly to the Director of Admissions for applications and information. Students desirous of doing graduate or professional work should write to the Director of Graduate Admissions or to the Dean of the Law School.

REGULATIONS

All the general rules of the university apply, as described in this bulletin, with the following exception: a student may schedule no more than six hours a session (or seven, if one course is a laboratory science course) without the written permission of his dean, and only then if he has a cumulative average of 3.0 or better. Loyola students are reminded that they may only do summer work elsewhere if they are in good standing and have the written permission of their adviser and their dean.

INFORMATION

A summer session bulletin detailing the courses offered and their times is published in March. Contact the Admissions Office for a copy.

The academic calendar for the summer session is printed on the inside back cover.

ACADEMIC PROGRAMS

HONORS PROGRAM

The honors program recognizes students from the Colleges of Arts and Sciences, Business Administration, and Music who distinguish themselves through superior academic performance, talent, or commitment. Honors provides such students with courses and options cognizant of and appropriate to their interests. Professors teaching and advising students in the honors program share in worthwhile learning experiences. Those who meet the requirements for the honors option in their major field of study are eligible to have that distinction printed on their diploma.

UNIVERSITY FELLOWS

The university fellows program is open to all students in the Colleges of Arts and Sciences, Business Administration, and Music who have completed 42 semester hours, have a 3.0 grade-point average or better, and meet other established criteria. Guidelines for selection may be obtained from the director of the honors program. Normally, faculty nominate superior students who are in turn interviewed and screened by the director and student officers of the Honors Program Board. Students may also submit their own names for the program annually when the call for nominees goes out.

University fellows have the option of completing elective courses on a pass-fail basis. Courses in the Common Curriculum or in one's major may not be taken on this basis. Additionally, fellows have the opportunity of enrolling in independent study courses.

NEW ORLEANS CONSORTIUM

The New Orleans Consortium is a cooperative effort among Loyola and Xavier Universities and St. Mary's Dominican College to strengthen educational opportunities. It makes possible the sharing of curriculum, libraries, and cultural events. Under consortium provisions, Loyola students may supplement their schedules with courses offered at Xavier or Dominican when the courses are not offered at Loyola. These may be credited towards a degree at Loyola.

The purpose of the consortium is to provide students with a greater variety of courses as well as better library resources. By eliminating duplication in the libraries, a much wider range of material is offered. In addition, combined efforts will increase the quantity as well as quality of cultural events for the colleges. Further information regarding the consortium may be obtained from the student's dean.

CROSS-REGISTRATION WITH TULANE UNIVERSITY

In this experimental program begun in the fall of 1972, Loyola undergraduates may cross register for a limit of two specially designated courses in the Departments of Aerospace, Anthropology, and Geology at

Tulane. Likewise, Tulane undergraduates may do the same in the Department of Communications/Journalism at Loyola.

Guidelines for student participation in the cross-registration program are:

1. Students must secure the approval of their academic adviser and dean and complete a Consortium form, available only from the office of the dean.
2. Students with appropriate approvals will be permitted to cross register for a maximum of two courses. Enrollment in all courses is on a space available basis, to be judged by the instructor and the respective department chairman. A first come-first serve treatment will be in effect for enrollment in all courses as long as space is available. No new sections will be created specifically for the exchange program.
3. Students will be permitted to register for exchange courses only during the regular fall and spring semester registration periods. No preregistration will be permitted. Loyola students will register at Tulane in the University Center. Students must complete the normal registration procedures at Tulane.
4. Courses subject to cross-registration will be announced by the department chairmen in time for registration, and, if possible, properly identified in the college course offerings.
5. Sophomores, juniors and seniors not on academic probation are eligible to participate. Freshmen and first semester transfer students are ineligible.
6. Approved course work, completed via cross registration, can be used in fulfillment of the requirements for a degree. Including the exchange courses, a student's program of study for the current semester cannot exceed the maximum allowable work load of 20 semester hours.
7. Students cross registering will not be charged extra tuition or fees.
8. Course credits will be treated according to the rules for transfer work. Students will be subject to the quality of work rules of Tulane.
9. Only full-time students are eligible to participate.

CROSS REGISTRATION WITH UNIVERSITY COLLEGE OF TULANE UNIVERSITY

University College of Tulane University and City College of Loyola accept cross registration for courses from the other. Enrollment by City College students at Tulane is subject to the following conditions and limitations:

1. Students seeking cross registration shall be in good academic standing.
2. They shall be enrolled in a degree program.
3. Students will be allowed to cross-register for only one course each semester.

4. They shall possess the requisite qualifications to enter those courses to which they seek admission.
5. Cross-registration will be limited to those courses for which no equivalent is offered or open in City College. That is, students will not be allowed to cross register for courses available at Loyola.
6. Inasmuch as the standard course units differ in each college (the standard in University College being the unit equivalent of four hours, as compared to the three-hour standard course in City College), the basis for credit will be in the ratio 4:3. That is, students taking one Tulane unit will be credited by Loyola with one, four hour course.
7. Such other conditions and limitations as become necessary will be implemented at the mutual agreement of the deans of the respective colleges.
8. Tuition will be that of Tulane University.
9. City College will accept all credits (including D's) for courses taken at Tulane. However, the pass-fail option will not be available to cross-registrating students.

Students interested in cross-registration subject to the qualifications remarked above should contact the dean of City College.

SUMMER SESSION IN MEXICO CITY

Each year Loyola conducts a language and cultural center in Mexico City on the campus of Universidad Iberoamericana. A six week session with courses in Spanish as well as in English, offers studies pertaining to the history and culture of Mexico and Latin America. Courses are also offered in sociology, philosophy, economics and business administration.

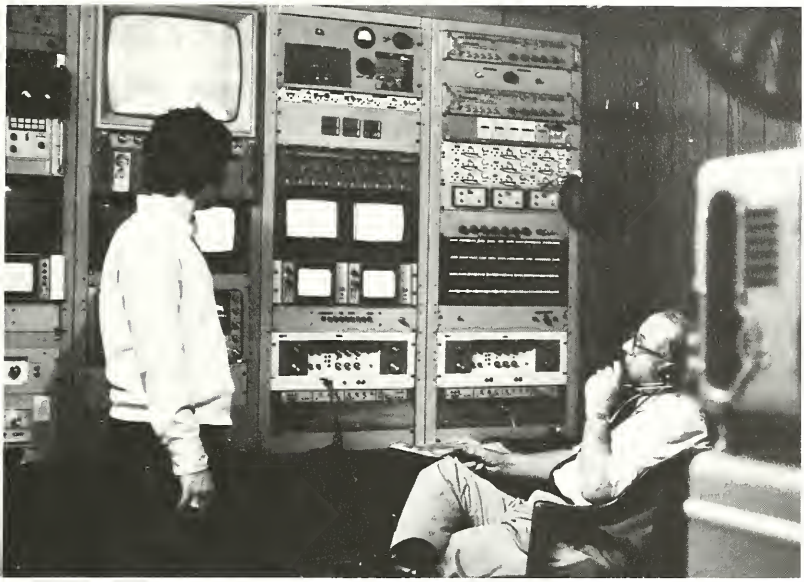
Students live in Mexican homes selected by the Committee on Housing. Tours and excursions are taken to the San Juan Teotihuacan Pyramids, Puebla, Tula, and Cuernavaca, as well as the National Museum of Anthropology, the National Historical Museum, and other places of interest.

Total cost, which includes tuition, room, and board, is approximately $470.

JUNIOR YEAR IN ROME

Loyola University Rome Center of Liberal Arts was inaugurated in February 1962. The center is the undergraduate European branch of Loyola University of Chicago. Methods of instruction and academic standards are the same as those prevailing throughout the university. Men and women students of Loyola University in New Orleans who have completed two years or more with better than a C average may request permission of their dean to register at the Rome center. Registrations are for one year, beginning in September.

The curriculum emphasis is on the humanities. Courses are selected with a view to the cultural and historical importance of Rome and western Europe. The courses vary each semester in Departments of Art, Classics, Drama, Education, History, Language, Literature, Philosophy, Political Science, Psychology, and Theology. All classes are conducted in English.



For further information on the programs listed above, and additional ones which include tours of Europe, contact the Director of International Studies, 553 Science Complex.

INTERNATIONAL CULTURAL TOURS

Each summer the International Studies Program provides tours to various parts of the world: the Orient, Europe, and the Middle East.

During the semester holidays (December to January) there are one week tours to Central America. In January 1978 the tour will be to Costa Rica.

WOMEN'S CENTER

The Women's Center is a service for women of all ages in metropolitan New Orleans. At the center, staff members and leaders provide information, support, advice, and counseling on matters of importance to women. Although the activities of the Women's Center are geared to best serve the needs and interests of women, increasing numbers of men are also finding the career guidance and other topical workshops valuable for themselves. Over 2000 people have participated in activities at the center since it opened in 1975.

The main functions of the center are: To bring women in transition out of isolation and build self-confidence and self-esteem where they are low; to aid women in establishing new patterns of constructive action for themselves; to aid women in considering multiple options and in defining long- and short-term goals for themselves; to act as facilitator for people who seek the means and skills with which to reach their goals; to aid

community and business decision-makers to better identify capable women and more effectively carry out company guidelines with regard to their affirmative action and other legally based policies.

In addition to individual counseling, the Women's Center also conducts informal seminars and workshops throughout the year which are open to the public on topics relating to personal assessment, ability and interest testing, assertiveness, decision-making, life-planning, career-development, financial planning, job-finding, and special interests. The center also sponsors guest speakers and conferences, and offers custom-tailored workshops for businesses and organizations. Another service provided by the Women's Center is the I.D.E.A. Program, designed to facilitate college study for post-college age women who desire to start a college education or continue studying after an interruption. A lounge and reading room open to the public are also available at the Women's Center.

UPWARD BOUND PROJECT

Upward Bound helps high school students from low-income families develop the skills and motivation necessary for success in college. Students are generally admitted after completion of the tenth or eleventh grades. The project staff selects students on the recommendations of teachers, counselors, social service agencies, and others who are well acquainted with them. Upward Bound does not seek the "A" student who will go to college in any case. Rather, it seeks to help apathetic, possibly hostile youths with academic potential who have not had the preparation, motivation, or opportunity to realize or demonstrate their talents.

The on-campus summer program consists of a six-week session which normally emphasizes reading, writing, and other basic communication skills. There are courses in arts and sciences, field trips, and cultural events. Upward Bounders talk with artists, performers, attend movies, concerts and write about their experiences in an attempt to broaden their horizons and gain perspective and understanding.

During the academic year, students are in contact with Upward Bound teachers, counselors, or tutors through meetings, classes, home visits, counseling sessions, or tutorials. The program's successful impact results from individual instruction and counseling, small classes, teachers who care and can communicate, college students who live with Upward Bounders during the summer, and intensive student and parent participation.

While Upward Bound generally stops at the college gate, project staff try to ease the entry of Upward Bound students into college life. They work with college admissions officers, financial aid personnel, and others to provide individualized services for Upward Bounders.

In New Orleans, Upward Bound programs are in operation at Dillard, Loyola, Southern, and Xavier Universities.

Students who feel they may qualify for Upward Bound should contact their high school counselor or contact the Upward Bound project director at Loyola.

MILITARY SCIENCE

Professor of Military Science: Lieutenant Colonel Ted S. Chesney
Associate Professors: Captain Henry L. Berchak, Captain Terry C. Frey, Captain Edward Z. Gray, Jr.

The Department of Military Science is maintained and operated by the Department of the Army of the United States as a department of Loyola University in facilities furnished by the university. Instruction is divided into two courses, the basic course and the advanced course. The basic course consists of the first two years of the four year program and the advanced course consists of the third and fourth years. The military science curriculum has been developed in response to current educational philosophies and concepts. It provides a flexible program compatible with the constantly evolving environment of the total academic community. The instructional program consists of three major parts: the academic major in a recognized degree field; institutional courses of particular interest and value to the military service (selected from appropriate level electives not in the student's major discipline); and courses in military science. Enrollment in military science is voluntary for all physically fit male and female students. Successful completion of the military science course may lead to a commission in the U.S. Army Reserve or the Regular Army. The normal obligation for nonscholarship cadets who are commissioned is three years of service as an officer.

Students with prior military service or ROTC training may apply for constructive credit toward fulfillment of the basic course requirements. The amount of constructive credit granted will be determined on an individual basis by the professor of military science.

The maximum amount of military science credit accepted toward the bachelor's degree requirement is 15 hours. The amount is largely determined by the requirements of the degree program the student is following, since various degrees allow varying amounts of elective work. If a student's major program calls for 15 or more elective hours, the student may elect up to 15 hours toward the completion of the required 128 hours.

During the periods of instruction, students are enrolled as members of the Reserve Officers Training Corps of the United States Army and are subject to its rules and regulations.

All military science cadets are required to take a course in at least one of the following areas: U.S. military history, U.S. history, American government, or international relations. Normally, this course will be taken as a freshman or sophomore, and should be completed before entrance into the ROTC advanced course. In unusual cases where scheduling conflicts or other difficulties preclude a student from taking a course of this nature, the professor of military science may authorize constructive credit for other coursework.

BASIC COURSE

Enrollment is voluntary and does not obligate the student to the Army in any way. Instruction is in common subjects applicable to the army as a

whole, to include leadership training with the objective of qualifying the student for the advanced course. Suggested curricula follow:

Freshmen				**F**	**S**
MilSc	101	102	Military Science I	2	2
MilSc	355	355	Leadership Lab	0	0
Hist	370		United States Military History	3	0
				5	2
				7	

Sophomore				**F**	**S**
MilSc	201	202	Military Science I	3	3
MilSc	355	355	Leadership Lab	0	0
Phil	200-level[1]		Elective	3	0
				6	3
				9	

ADVANCED COURSE

Enrollment is competitive. Students who successfully complete the basic course may apply for enrollment in the advanced course. Students with prior training at an institution having a recognized ROTC unit or with active military service, may be given credit toward completion of the basic course requirement.

Junior				**F**	**S**
MilSc	301	302	Military Science III	3	3
MilSc	355	355	Leadership Lab	0	0
Mgmt	300-level[1]		Elective	3	0
				6	3
				9	

Senior				**F**	**S**
MilSc	351	352	Military Science IV	3	3
MilSc	355	355	Leadership Lab	0	0
Engl	300-level[1]		Elective	3	0
				6	3
				9	

ENROLLMENT AND CONTINUANCE

The general requirements for enrollment and continuance in military science are that the student be: 1) a citizen of the United States, 2) physically qualified as prescribed by the Department of the Army, 3) accepted by the institution as a regularly enrolled student (qualified students attending institutions where Army ROTC training is not offered may be cross-enrolled in the military science program at Loyola upon approval of the PMS, Loyola Vice President for Academic Affairs, and officials of the parent institution), 4) not less than 17 years of age and must not have

[1]Example of appropriate academic subject.

reached 26 years of age at time of enrollment. In special circumstances, waivers may be granted for the age and physical requirements.

As a condition to enrollment in the advanced course the student must agree in writing to: 1) complete the course of instruction offered unless released by the Department of the Army and 2) accept a reserve commission, if tendered. Upon enrollment in the advanced course, the student is enlisted in the U.S. Army Reserve for a period of six years. This enlistment is terminated upon the acceptance of a commission.

In general, students selected for the advanced course are those who have demonstrated, in the basic course, outstanding qualities of command leadership and who possess the mental, moral, and physical characteristics indicative of army officer potential.

A commission as second lieutenant, United States Army Reserve is awarded upon completion of the advanced course, and academic requirements for degree. Students at Xavier University and St. Mary's Dominican College are welcome to participate in this program under the New Orleans Consortium cooperative effort. Students from other institutions not a part of the New Orleans Consortium may participate upon approval of respective university officials.

Alien students may be enrolled in the basic course and, under certain circumstances, in the advanced course.

EMOLUMENTS

During enrollment in the advanced course, the student is paid a monthly subsistence allowance of $100 a month during the two year school period. Students attending ROTC summer camp receive one half the base pay of a second lieutenant for the six week period and an allowance of ten cents a mile for travel to and from the camp. Total summer camp pay is approximately $500.

Members of the advanced course are required to attend camp one summer, normally between the third and fourth year. All students going to camp are housed, uniformed, fed, and given medical attention at government expense while at the camp. The duration of camp is five weeks and begins in early June.

TEXTS, UNIFORMS, AND EQUIPMENT

Texts, uniforms, and equipment are issued to students in the military science program on a loan basis. Students are required to maintain accountability for items issued to them and will be called upon to pay for items they lose. Texts are collected at the end of each semester, while uniforms and related equipment are issued on an annual basis. Necessary cleaning and upkeep of uniform items is the responsibility of the individual student.

DISTINGUISHED MILITARY STUDENTS

A distinguished military student is an individual so designated after careful consideration of his qualifications by the president of the university and the PMS. He or she must possess outstanding qualities of leadership, high moral character, a definite aptitude for the military service, and

he must have demonstrated his leadership ability through accomplishments while participating in recognized campus activities.

DISTINGUISHED MILITARY GRADUATES

Those distinguished military students who have completed the advanced ROTC course and who have been selected by the president of the university for scholastic excellence, may be designated upon graduation as *Distinguished Military Graduates* by the professor of military science. Distinguished military graduates may be tendered commissions in the Regular Army of the United States.

SCHOLARSHIPS

The ROTC Vitalization Act of 1964 authorizes financial assistance in the form of Army Scholarships for selected students enrolled in the military science program. Both male and female cadets are eligible for these scholarships which provide for all tuition, fees, lab fees, texts, and other required expenses, except room and board. In addition, the student receives $100 per month for the duration of the scholarship, except for the summer training camp period during which he is paid approximately one half the base pay of a second lieutenant. For its ROTC scholarship students, Loyola grants an additional $600 a year or $2400 over a four year period. This grant may either be accepted in cash or, at the student's choice, be deducted from his room and board expenses. Students interested in applying for these scholarships may obtain additional information from the professor of military science.

ROTC ACTIVITIES

NATIONAL SOCIETY OF PERSHING RIFLES is a national honorary military society. Its aim is to encourage, develop, and preserve the highest ideals of the military profession; to promote American citizenship; to create a closer and more effective relationship between cadets of various colleges and universities; and to provide recognition of military ability and application among the cadets of the Senior Division, ROTC. Among its activities are the formation of a precision drill team and an official Loyola University Color Guard.

NATIONAL SOCIETY OF SCABBARD AND BLADE is an organization for uniting in closer relationship the military departments of American universities and schools, for preserving and developing the essential qualities of good and efficient officers, for preparing individuals as educated men to take a more active part and have a greater influence in the military affairs of the communities in which they reside, and to disseminate intelligent information concerning the military requirements of this country.

ASSOCIATION OF THE UNITED STATES ARMY is a national military organization. The association promotes a closer affiliation between the military and academic departments. It offers to the military student an opportunity to gain a true insight into the purpose and activities of the United States Army.

RIFLE TEAM members will be selected through individual competition, and will represent the department in matches sponsored by the US

Army, and in matches with other colleges and universities as well as selected NRA matches.

THE RANGER DETACHMENT conducts separate training programs designed to familiarize its members with guerrilla and counterguerrilla operations, and to attain the standards of physical fitness required for operations under adverse conditions. Participation in training activities with Special Forces Reserve Units and with ROTC Ranger units of other universities is part of the extra activity.

ACADEMIC FACILITIES

UNIVERSITY LIBRARY

Unlike a public library, a university library is organized to accommodate college students and faculty. Therefore, its collection does not include popular fiction, biographies, or best sellers unless the status of these works in literature, history, or social science warrants it.

The Loyola library houses more than 270,000 scholarly and professional volumes and holds subscriptions to approximately 1,500 periodicals and journals.

As a member of the Southeast Louisiana Library Information Network Cooperative, the Loyola library is able to obtain within 48 hours materials not available on campus but located in other nearby libraries or in libraries statewide. Access to many millions of additional volumes is available through the Southeast Library Network of 100-plus academic libraries in the United States. A terminal on campus aids in locating volumes and verifying authors and titles.

Special collections include the rare holdings of Spanish and French archival documents on microfilm. These Spanish documents are the only copies in the world of the originals housed in the archives of Spain. The French collection is one of only three in the United States, including the one in the Library of Congress. Other special holdings include a 20,000 volume Library of American Civilization containing books, periodicals, and documents prior to 1914; a nearly 3,000 volume Library of English Literature with materials from the beginning to 1660; and the Jesuitica collection of books and periodicals by and about Jesuits.

Microform facilities use microfilm, microcard, microfiche, and ultramicrofiche, capable of placing 1,000 pages on a three by five inch card. Readers for the various forms of microtext is available to students for study and research.

Specialized libraries in science, music, and law are housed more conveniently in satellite facilities in the areas they serve. A library for government documents is also maintained.

The Media Center is an important department of the library making available for instructional purposes audio and visual learning materials and their playback equipment. Video tapes, films, filmstrips, slides, audio tapes, records, charts, and other forms are housed in this unit. Instructors are thus able to integrate aural and visual materials into their course format in order to stimulate interest and improve the value of the course.

COMPUTER CENTER

The Computer Center offers a full range of services through its medium scale Control Data 3300 computer system. The CDC 3300 is operated on a closed shop basis providing rapid turn around for student users.

INSTITUTE OF POLITICS

The Institute of Politics, an independent foundation that is housed on the Loyola campus, trains community leaders in practical politics. Its program is geared to the development of new political leadership in the city, state, and region. The institute educates selected young men and women in the practice and practicalities of politics, through a recognition of the professional character of politics and the need for broader understanding and training in politics. Meeting weekly at night, participants represent a broad cross section of the city, geographically and professionally. Approximately 16 participants per course study voting patterns, issues and problems, organizing and conducting political campaigns, the uses of television and advertising, political polling, and campaign facilities. Speakers represent local, state, and national levels of politics.

INSTITUTE OF HUMAN RELATIONS

The Institute of Human Relations is an organization having multifarious programs concerned with people to people and people to organization relationships — their problems and solutions. The institute is composed of the Labor-Management Center which offers theoretical and practical courses in labor relations and management; the Auto Consumer Complaint Center which gathers information on new car defects and provides mediation services and information on consumer products; and the Center for Governmental Studies, an independent foundation that is housed on the campus, which assists local government in planning, management, and evaluation of services and conducts training for career public administrators in these areas. In addition, the institute operates the Louisiana Committee for the Humanities, a state-based program for nonschool adult education in the humanities; conducts other grant programs for the remedial education and job placement of juvenile status offenders; and is involved in numerous special projects concerned with the furtherance of human relationships.

UNDERGRADUATE COURSES

COMMON CURRICULUM — Lower Division

Six courses are required in the lower division: composition, mathematics, philosophy, religious studies, science, and world civilization. Students may take biology or chemistry or physics to satisfy the science requirement. See the section titled "Curriculum Design" in the front of the chapter *College of Arts and Sciences* for test out provisions.

BioSc 103 **Cultural Biology** **3 sem. hrs.**
Range of Subject Matter: Survey of plant and animal taxonomic groups, of major organ and other structural systems in man, introduction to principles of genetics, evolutionary history of life, and ecological principles. Approaches to course topics — distinctive features as well as those shared by animal and plant phyla are studied. Interrelationships of anatomical and physiological characteristics in man are stressed. Instructional methods — primarily lecture but student discussion is strongly encouraged. As much audio visual aids as possible are employed — models, charts, Super 8 film loops and movies — to illustrate the principles of the course.

Chem 103 **Introduction to Chemistry** **3 sem. hrs.**
This course is designed to present to nonscientists an introduction to chemistry so that they may become enlightened, concerned, and clear thinking citizens of not just tomorrow but of five, 10, and 20 years from now. In a complex scientific and technological society, an average person must be able to appreciate and actively debate the societal problems. Included in these problems are drugs, medicinals, food, energy, pollution, space exploration, genetic engineering, and even life itself. Chemistry is involved in all of these. Regardless of our attitude towards developments and problems in these areas, it is important to understand their nature in order to be able to deal with them wisely. This course is designed to inspire a sense of social and human concern in the minds of nonscience majors.

Engl 103 **Composition Skills** **3 sem. hrs.**
Intensive training in English composition. This course is designed to develop the student's ability to structure his or her thoughts, to take a position, and to defend it by turning information into evidence. The course is self-paced and is based on the premise that writing is discovery.

Hist 103 **World Civilization** **3 sem. hrs.**
This course is meant to illuminate the forces that have shaped our world and, in the process, tell the most compelling story of all, the story of man. Early civilizations of both east and west are presented in their historical setting and development. We intend to provide a universal perspective on the development of civilization, rather than a narrow American or Euro-centered version. The basic organizing assumption of the lower division prerequisite course of world history for the Common Curriculum is that there is a rough-and-ready division in human history somewhere around the seventeenth cen-

tury. The earlier part of history is the subject of this world history course. Within the major civilizations of east and west the focus is interdisciplinary and upon certain basic institutions, patterns of behavior, and attitudes which have had impressive continuity within all civilizations — government, society, family, church, work and religious ethnics, elitism, and racism.

Math 103 **Introduction to Mathematics** **3 sem. hrs.**
This course attempts to introduce the general student to one of the most important concepts mathematicians have to offer the humanist and society at large — the model. It will treat the philosophy of model building, model types, model construction and analysis, and practical aspects of model building and its analysis. Applications of modeling techniques will be made to everyday circumstances and to larger, world problems, such as population.

Phil 103 **Introduction to Philosophy** **3 sem. hrs.**
In its examination of the Common Curriculum's theoretical basis, the course will have two objectives. First, it will examine the three major conceptual divisions that make up the Common Curriculum structure (the speculative, the aesthetic, and the decisional) with regard to their relation to and significance for man. In the process of this examination it will explore the nature and meaning of such concepts as being, truth, beauty, goodness, etc., and will entertain philosophical issues and problems, such as the problem of freedom and determinism, the structure of knowledge, the nature of the aesthetic experience, and the prerequisites of logical or coherent choice. The second objective will be to examine the theoretical relationship of the three conceptual divisions themselves, e.g. what is the role of speculation with regard to decision, or theory to practice. It will attempt to locate and identify the difference between the decisional and the speculative, the speculative and the aesthetic, and the aesthetic and the decisional. The perspective and content of each section of Phil 103 is individually planned by the contributing professor.

Phys 103 **Introduction to Physics** **3 sem. hrs.**
The purposes of the course are 1) to familiarize the student with the behavior of physical reality, 2) to consider the manner in which scientists across the ages have philosophized on physical reality, 3) to give students insights into what constitutes classical physics as contrasted with modern physics, and 4) foster within the students a scientific literacy that will enable them to speak and write intelligently on science related topics and make intelligent judgments regarding the uses of science for the good of society.

RelSt 103 **Introduction to Religious Studies** **3 sem. hrs.**
The goals of this course are: To search for some insight into the many-sided phenomenon called religion by situating religion in human experience as a basic human concern: what is there in human experience that makes men open to and interested in religion? What are the historical, psychological, and social factors involved in the origin of religion? To illuminate our own diverse religious experiences; to become acquainted with the tools, resources, and methodologies needed to study our own or any religion; to facilitate a process whereby, in friction with "worlds" other than their own, the student may subject his assumptions and directions to critical examination; to provide an overview of the world's great religions (Hinduism, Buddhism, Chinese Religion, Judaism, Christianity, Islam) in terms of basic similarities and differences, hopefully with an appreciation of the variation within each tradition; to cull from this study a basic understanding of the sacred and its manifestation in symbol,

myth, rite, time, community; and throughout to prepare students for upper division Common Curriculum courses in religious studies.

COMMON CURRICULUM — Upper Division

Eight courses are required in the upperdivision, at least two in each studies area, with two each in philosophy, religious studies, and the pre-modern period. See the section titled "Curriculum Design" in the front of the chapter *College of Arts and Sciences* for an explanation of the requirements. The courses listed below are examples of upper division Common Curriculum courses offered in recent semesters.

AESTHETIC STUDIES — Pre-Modern

DrSp 250 AA World Theatre **3 sem. hrs.**
The art of the theatre as seen in representative plays of the classical theatre from Aeschylus to Sheridan. The plays will be examined in terms of their internal balance, e.g., the artistic texture of each scene in its relation to that which precedes and follows it. Close examination will be given to the subtextural life of the play. Form criticism and its relevance to each period will be discussed as it relates to the ideologies of the period in which the work was created. Mythological and biblical elements will be examined. Imagery, metaphor, paradox — all of the linguistic and literary devices which add to the life of each play will be detailed.

Engl 365 AA Medieval Lovers **3 sem. hrs.**
(Same as RelSt 365 AA) Lovers, human and divine, is our theme. Bernard of Clairvaux wrote about them at the beginning of the 12th century, under the inspiration of the Biblical Canticle of Canticles, and the experience of the Virgin. From the sermons of Bernard we shall move to the portrayals of several lovers in three great literary works: Dante's *Divine Comedy* (1312-1321); Chaucer's *Canterbury Tales* (1387-1400); and Malory's *Morte d'Arthur* (1464-71). The religious world of Medieval/Early Renaissance England and the continent will provide illumination for the lovers.

Engl 382 AA Renaissance Masterworks **3 sem. hrs.**
The course will read major works of great European authors from the period 1350-1650. The intention is to give a sense of what constitutes the Renaissance — its ethos as a historical-cultural period, the ways in which it is a continuation of the Middle Ages and the ways in which it is a departure from that previous period, its typical literary forms, styles, and schools. A series of important related themes will be traced through the readings in order to suggest what was the Renaissance systems of values. These themes are individual and community; permanence and change; illusion and reality; art and nature.

Hist 292 AA Zen I **3 sem. hrs.**
The historical evolution of Japanese aesthetics and ascetics. An historical, theoretical and practical course based on the historical foundations of the Japanese approach to the ideals of beauty and holiness and the distillation of these concepts in Zen. The course also considers Hinduism, Malayana Buddhism, and Shinto, representing about 30 centuries of East Asian experience (c. 1500 B.C.-1500 A.D.). Stress is placed on learning and practicing vertical-nonimage contemplation. Not only do the students learn a completely new way —

a nonWestern approach to reality — but also discover a new world of aesthetics and ascesis and in the process, discover or rediscover the great tradition of the mystical tradition of the west — Hassidim, Sufism and Iberian and Rhineland mystical experience.

MUS 009 AA Music and Liturgy **3 sem. hrs.**
This course is designed to trace the necessity for music (and dance) in liturgical worship. It begins in pre-Christian times, examining briefly the practices in the Far East and the Near East — coming through the Old Testament to Christianity. It examines the struggles between liturgists and musicians — the fierce opposition of many of the Church Fathers to music, the development of various areas of music, Byzantine, Ambrosian, Roman Visigoth, Frankish, until the unifying work of Gregory the Great and the Emperor Charlemagne. From thence forward, the development of polyphony and the culmination of the great Netherlands school. The arrival of the Baroque Revolution and the complete change closes the era. At this time the Liturgy became atrophied and had to await Vatican II for liberation.

VsArt 336 AA Medieval Art **3 sem. hrs.**
The course will deal with the emergence and development of the art styles of the Age of Faith, when the foundations of Christian art were laid. From the reign of Constantine to the beginnings of the Renaissance, we follow the spread of Christianity and see how the arts expressed the spirit and the values of the time and contributed to the fabric of our culture. We will trace various sources and influences which helped shape Medieval art, such as Graeco-Roman and Near-Eastern art, the Imperial Idea, the spread of Islam, the Crusades, etc., and follow the development of the great Medieval styles, such as Byzantine, Carolingian, Romanesque, and Gothic. The lectures will be illustrated with many slides, with extensive use of Brother Fröhlich's own photography, and spontaneous questions and discussions are encouraged.

AESTHETIC STUDIES — Modern

Engl 354 AA Marxism into Film **3 sem. hrs.**
This course provides a framework for understanding Marxist aesthetics as one of the aesthetic systems that had dominated European and Third World film. The general aim of the course is to enable students to understand Marxist aesthetics as a critical system, and to learn how to apply this system to the study of film. The course is interdisciplinary, then, in that it brings the insights of one system of aesthetics to bear on a major discipline — film. Students, who need little or no knowledge of either area, will study the works of major Soviet director's, and then concentrate on the works of Niklos Jancso and Andrej Wajda, two of postwar Europe's major filmmakers.

Engl 359 AA Comedy and Society **3 sem. hrs.**
Restoration and 18th century comedy of manners poses as a critique of the values of pleasure, idleness, and promiscuity that characterized the gentile and aristocratic world prior to the French-American-Industrial Revolutions. Actually, the comedy was often simply disguised celebration of these values, functioning as infantile wish fulfillment. After the changes suggested by the above named revolutions, comic drama shows a deepening of intentions (where it exists — it is significant that there is no significant English drama of the 19th century — it failed to respond to a changing society). Chekov still is a dramatist (and satirist) of manners, but the never-never land of buxom wenches and glib rakes is replaced by a real world of historical change (fate) — the lot of the peasantry, land reform, in-

dustrialization all become themes that suggest the deepening of the social intentions of comic drama. With Shaw we have a comic drama the primary intentions of which are to explore the values inherent in capitalism, socialism, industrialism, etc. — a comic drama of social ideas. In short, the course will explore a hypothetical development of comedy from the satire of personal manners (17th and 18th century) to a drama of "isms."

MFL-Ru 362 AA Satire in Russian Theatre 3 sem. hrs.

Russian authors and playwrights have been able, through the vehicle of satire, to affirm the enduring values of justice, freedom and compassion and to attack the greed, avarice, oppression and apathy prevailing in the country. Even in a police state such as Tsarist or Soviet Russia, several authors and playwrights found a way to express their displeasure with some aspect of Russian life. This course will deal with plays in which political, social or moral issues are raised. The playwrights discussed will be Fonvizin, Griboedov, Pushkin, Gogol, Ostrowsky, Leo Tolstoy, Chekov, Gorky, Blok, Andreev, Bulgakov, Mayakovsky, and Shuartz. The class will read one play a week. After weekly lectures, discussion sessions will be conducted by groups of students who will present a reading of a significant scene which is the key to the particular value that the play dealt with. Students preparing these readings will be excused from writing position papers on the play they present.

MUS 011 AA America's Music 3 sem. hrs.

An all-embracing account of American music — its history and development, and the events and social changes which shaped it, beginning with the music, dances and poetry of the Indian, and on to the music of the early colonies, the various religious factions, the early church composers, the country music — music for dancing — and the special music for the Revolutionary period. Furthermore, the invasion of foreign composers and styles, music education, and the beginnings of American self-sufficiency, music colleges and schools, jazz, the concert band, folk music as a profitable art, Broadway melodies, the great Gershwin, the new eclectic composers, the influence of Schoenberg and Stravinsky, the development of music education in school, and new vistas in music.

PolSc 112 AA Politics and Film 3 sem. hrs.

The basic premise of this course is that films should not be thought of purely as entertainment or art (or occasionally both); films also reflect the attitudes and values of a society, including those which refer to the allocation and achievement of the society's ends — i.e. its politics. Cinema does not exist in a state of innocence, untouched by the world; it also has a political content, whether conscious or unconscious, hidden or overt. The course will examine films from divergent nations and historical periods. The essential political values which the films embody, illustrate, or attack, include the following: revolution as a means of social and political change; authoritarian government and society vs. the open society; in-group vs. out-group (propaganda films and the values they defend); and, individual political autonomy in a media-oriented mass society.

Phys 300 AA Genius in Arts and Sciences 3 sem. hrs.

By reflecting on some of the great moments of human creativity in the "two cultures" of the arts and sciences, the course attempts to develop an appreciation of imaginative genius as a common factor in the highest achievements of mankind. Particularly in the scientific aspects of the course, the emphasis will be on the underlying simplicity of the insights of genius.

VsArt 377 AA New Orleans Aesthetics **3 sem. hrs.**

This course aims to bring the values and traditions of local culture to a general liberal arts student audience. New Orleans is a showplace of architectural styles, and displays varied influences in painting, literature, sculpture and city planning. By studying these, students will be led from immediate, concrete aesthetic experience to comprehension of a heritage which stretches backward toward Victorian, neoclassical, romantic, Gothic, and ultimately Grecian and Roman styles. Practicing architects, musicians, and other artists will be invited as guest lecturers. The city will be the central content of the course, with readings from books on aesthetics and New Orleans art and architecture. Field trips will be scheduled on certain dialog days. Students will write position papers on aesthetic issues, such as renovation projects, and will develop research projects for the course.

DECISIONAL STUDIES — Pre-Modern

Engl 357 AA The Renaissance Drama of Decision **3 sem. hrs.**

The Renaissance was a period of great intellectual, religious, and social upheaval, and the variety of choices and decisions that confronted man on such fundamental issues as the nature of the body politic, the nature of the created universe, and the nature of belief and knowledge was perhaps unprecedented. After examining how Machiavelli, Montaigne, and Bacon treat the problems involving value decisions in these various areas, the course will look at the way in which the recurrent, decisional problems of the Renaissance are dramatized in five great plays.

Phil 211 AA Classical Ethics **3 sem. hrs.**

An examination of the basic question of right and wrong in human conduct and the search for those principles, ancient and modern, that have guided the reflective person in the leading of the moral life. Consideration will be given to the problem of finding ethical value in a period of nihilism. The purpose of the course will be to introduce the student to certain trans-cultural and transcendent ethical principles.

RelSt 245 AA The New Testament Parables of Jesus **3 sem. hrs.**

In this course the parables of Jesus will be studied as language-events, that is as stories which necessarily engage the hearer in a personal struggle to understand their deeper level of meaning. As such they challenge the hearer to re-examine his world and its presuppositions, calling for a decision based on the reversal of his previous expectations which has happened through the story. The course will therefore combine insights from modern literary and structure analysis of story with those of historical criticism which recognize the parables to be the most authentic part of the gospel traditions about Jesus.

RelSt 249 AA Bible and Morality **3 sem. hrs.**

This course will look at the specific moral teaching in the Israelite tradition (with emphasis on the decalogue and the wisdom literature), the teaching of Jesus (Sermon on the Mount) and Paul and James in the early church. The emphasis will be to discern what are the distinctive moral insights of this tradition in comparison with their contemporary ethical milieux.

DECISIONAL STUDIES — Modern

Chem 127 AA World Food and Nutrition **3 sem. hrs.**
A brief review of the nutritional requirements of man, followed by the historical means by which Man satisfied these requirements. This will serve as background material for an intensive discussion of the modern world food situation and possible future solutions of the possible and real problems.

Econ 200 AA Economics and Society **3 sem. hrs.**
The course is designed to introduce the student to the tools available for understanding and making decisions about current economic problems such as unemployment, inflation, crime, education, pollution, etc. The course focus is on the proposition that basic economic concepts are essential in making better decisions about everyday problems, and these concepts are applied to analyzing several current problems.

DrSp 353 AA Stage Left/Stage Right **3 sem. hrs.**
Stage left and right are spatial terms (from the actor's point of view) that function ideologically (from the playwright's point of view) in this course. Sometimes, as in *Antigone,* the ideological right and left are operative in the same play. Generally, however, a play is heavily weighted toward one or the other. The values for which men struggle and often die will be explored in plays ranging from Sophocles to Odets.

Engl 353 AA Literature of Struggle **3 sem. hrs.**
This course deals with man in his relation to the world and the tensions between them, or life seen as a series of struggles, some of which are successful, some of which are not, but all of which are worth the effort. The course is designed to show man as the maker of his world through struggle.

Hist 206 AA The American Revolution **3 sem. hrs.**
Historians legitimately concern themselves with the nature of revolution, attending in large measure to the influence of impersonal factors. The purpose of this course is to add another dimension to that study, namely the impact of men on events and events upon men. The only revolution within the American experience is our fight for independence from Great Britain. Using this upheaval as our case study, we will examine the reciprocal effect which certain men and the Revolution have had on each other. Motives, techniques, freedom of action, and alternatives available will be assessed as we examine the influences of Samuel Adams, George Washington, Benjamin Franklin, Benedict Arnold, the American Tories, and the American Negro in the face of the events leading up to and constituting the American Revolution.

Hist 250 AA Discovering the Third World **3 sem. hrs.**
This course presents an interpretation and analysis of the phenomenon of underdevelopment in the world. It will be concerned with the welfare of people living in the Third World — why they are poor and what they can do about it. The course seeks to pinpoint the suffering, oppression, and injustice by examining the process of economic change in dependent, peripheral, and colonial regions. The internal pattern of economic, social, and political organization is analyzed in an attempt to uncover those factors which constrain development. The institutional environment of this particular type of economy and society has several unique characteristics which are directly associated with underdevelopment and contribute to its continuousness. Within broad chronological periods and represent-

ative regions the focus will be upon certain basic institutions, patterns of behavior and attitudes which have had impressive continuity in the Third World: hacienda, plantation and associated social patterns, mining enclaves, the export syndrome and related trade mechanisms and mentality; elitism and racism; nepotism, clientelism, and a tradition of private right in public office.

Hist 342 AA **American Overseas: Idealism and Self-Interest in Diplomacy** **3 sem. hrs.**

According to Thucydides, Pericles proclaimed in his Funeral Oration that Athens followed in its policies the dictates of the highest morality because "we alone do good to our neighbors not upon calculation of interest, but in the confidence of freedom and in a frank and fearless spirit." But as sincere as governments might be in professing their commitments to the well-being and liberties of all peoples, all have tended to decide major foreign policy questions in terms of national self-interest. The United States too has not always conducted itself as a social welfare agency overseas, and it has balanced its democratic idealism with pragmatic self-interest. The reconciliation of idealism with self-interest is one of the central problems of all human experience. It is the kind of a problem that men are forever trying to solve but never solving. That problem forms the core and theme of the episodes in the history of American foreign relations that will make up this course. Those episodes will include the 1898 intervention in Cuba, the Philippine Insurrection of 1898-1902, the enforcement of the Monroe Doctrine in Latin America between 1900-1930, the use of the atomic bomb against Japan, the China policy of Harry Truman, the Cuban Missile Crisis, the Vietnam War, and U.S. relations with Israel and the Arab states. Each will be examined in terms of the balancing of universal ideals and national self-interest. One faculty member will argue the tack of idealism in each case while the other argues the opposing position. The student will be asked then to assume his own position in each case, and to express his position orally as well as in writing. There will thus be a testing of the traditional Christian-humanitarian belief that the greatest advances in international morality in the future will be brought about by men with enough vision and good will to temper the demands of national self-interest with the superior demands of long-run commitment to compromise and the rational, peaceful settlement of differences.

Phil 317 AA **Medical Ethics** **3 sem. hrs.**

After a review of ethical principles, the course treats problems such as the following: lying & professional secrecy, the "pill" and artificial contraception, artificial insemination, abortion and the right to life, euthanasia and the duty to live, obligatory and non-obligatory means to preserve life, problems relating to surgery, organ transplants, experimentation on humans, genetic manipulation, cloning, etc.

Phil 334 AA **Modern Isms** **3 sem. hrs.**

The theoretical foundations of modern systems of political order: Communism, Facism, Anarchism, & Democratic Liberalism. The course investigates the modern theoretical basis of all modern "isms" in the rejection of the ancient conception of nature and human nature, and the theoretical differences of the various "isms" based on their peculiar understanding of the relation of the individual to the whole.

Phil 339 AA **European World-Views** **3 sem. hrs.**
This course will study the evolution in Europe of world views from the modern period to the contemporary period, with special emphasis on the transition from the 19th to the 20th century. It will present the underlying basis for different value appropriation. Many problems emerge in today's culture which have their roots in the changes of the 19th century. Through dialogue it is hoped that each student can come to some awareness of the conflicting influences operative in his concept of the good life and thereby work toward a synthesis for an examined, meaningful life.

Phil 340 AA **American Value Options** **3 sem. hrs.**
An examination of the theoretical basis for varying value structures as developed by the major American philosophers, with an emphasis on the unifying traits within various American positions as well as the diversity among them. The student will be expected to use his understanding of the material in coming to grips with his own value orientation.

Phil 344 AA **Philosophy of Law** **3 sem. hrs.**
Conflict over fundamental social values is the stuff of law. This course will examine some of these particular conflicts: liberty of speech vs. the requirements of national security, pornography vs. public morality, criminal due process vs. public safety, etc. The focus will be on the moral argumentation of the courts in deciding these issues and others. Examining such decisions with care is an obvious Common Curriculum decisional study. The course will begin with a treatment of philosophical topics relevant to such decisions: forms of moral argument, fairness and the rule of law, liberty, and equality. Other philosophical topics will be considered as the course develops, e.g. rationales for punishment.

Phil 345 AA **Social Ethics** **3 sem. hrs.**
An in depth examination of social issues, situating philosophical and theological reflection within the social structuralist dialectic. Important sociological research bearing upon contemporary problems will be used as the background against which philosophical and theological sources will be used to make precise the problematic. The aim of the course will be to enable the student to see social problems from a social point of view in the perspective of philosophical and theological sources.

PolSc 114 AA **Politics and Corruption** **3 sem. hrs.**
This course will deal with the issues of morality and corruption in American political life, with some reference to patterns in other societies. The basic questions to be examined are: What moral standards guide the politician? What standards should guide him? How widespread is corruption in America and what forms does it take? What can be done to make the system work better?

PolSc 118 AA **Comparing Political Experiences** **3 sem. hrs.**
An examination of the national political systems of three nation-states, as a means of analyzing how differing systems deal with the perennial underlying problems of political values, such as, the identification and expression of political opinion, the selection of leaders, and the allocation of values. The nations to be examined will be: U.S., Canada, and Mexico or alternatively, the U.S., the U.S.S.R., and the People's Republic of China. Specific topics to be examined are political heritage and culture, social structures affecting political life, and the fundamental decisions made affecting the political order.

RelSt 329 AA Psychology of Moral Behavior **3 sem. hrs.**
A survey of psychological theories and techniques pertaining to various aspects of moral behavior, with special emphasis on the social and developmental psychology of moral judgment. Lectures and discussions will concentrate on the empirical definition of important moral concepts, and the empirical verification of important ethical assumptions. One portion of the course will be devoted to questions concerning psychological means of coercion, deception, and indoctrination.

RelSt 332 AA Contemporary Christian Ethics **3 sem. hrs.**
The course wants to investigate the values which seem to be the dominating ones by which the modern Christian guides his life in the light of what has been understood as Christian Ethics and in the light of the demands of life today. This will require some discussion of basics: the meaning of humanness, of ethics, of norm, and of goal.

RelSt 376 AA Social Policy and the Christian **3 sem. hrs.**
(Also listed as DM SOC 346 AA) This course is intended as an analysis of Christian social teachings in the 19th and 20th centuries in the context of the history of social movements and social thought from which these teachings emerged. Special emphasis will be placed on the values expressed in the Social Encyclicals of the Catholic Church and the post-Vatican II values expressed in recent important documents. The goal of the course is understanding the Christian's responsibility in the formation of social policy, grounded in the great ideas and values of his/her age, and calling for decisions which involve the person in social policy issues.

SocSc 289 AA Planning Social Change **3 sem. hrs.**
This course is intended to develop a dialog among students and faculty on the nature, direction, consequences, and desirability of social change in the world, and on the prospects for planning the future shape of human society. Issues to be developed are basically three: (1) the degree to which man is now or soon can be in control of the process and direction of social change; (2) the feasibility of controlling the process and direction of social change; (3) the desirability of controlling the future of society.

SPECULATIVE STUDIES — Pre-Modern

GrSt 351 AA Justice in Greek Literature **3 sem. hrs.**
Justice is the foundation-stone of civilized society. It is at once the condition and the means of concord and harmony among men. The Greek poets and philosophers were among the first to investigate the nature of justice. Examination of their writings on the subject can alert latterday students to its importance and to its nature. Emphasis will be placed on classroom participation as well as weekly typewritten reports on the readings and discussions.

Hist 203 AA The Social History of the Ancient Western World **3 sem. hrs.**
An inquiry into the daily life, religious beliefs and practices, public and private morals, institutions (e.g. slavery), condition of women, amusements and similar categories which will emerge in the course of the study. The inquiry will center on Greece and Rome, though other ancient Western cultures may also be studied. Most source materials are written, but pictorial materials are also used. Speculation will be comprised of analysis, analogy, criticism and synthesis.

Hist 211 AA Rise of Religious Toleration **3 sem. hrs.**

In its broadest sense, toleration can be understood to mean the concession of liberty to those who dissent in religion. Its acceptance can be seen as a part of the process in history which has led to a gradual acceptance of the principle of human freedom. In this course we intend to show that this development, involving a contest between religious orthodoxy and freedom of conscience, has been by no means regular. Even the great English historian Lord Acton, for whom the evolution of freedom lay at the heart of history, was obliged to recognize that toleration has pursued not a linear but a cyclic development; it has not evolved progressively but has suffered periodic and prolonged reverses. These setbacks, however, have had their dialectical impact and thus have indirectly contributed to the growth of religious toleration. Since attitudes are conditioned by social, political and economic circumstances, the *experiments,* the *reverses,* the *protagonists,* and the documents dealing with religious toleration will be examined and evaluated within the context of their milieu.

Phil 204 AA Philosophy of Man **3 sem. hrs.**

This is a speculative, pre-modern course on the nature of man based on the metaphysics of St. Thomas Aquinas. The first part of the course is devoted to uncovering certain perennial problems as presented by Plato and five modern thinkers (Marx, Freud, Sartre, Skinner and Lorenz). Leslie Stevenson's book: *Seven Theories of Human Nature* is used as a source. The bulk of the course is a detailed analysis of the nature of man as seen in the works of St. Thomas Aquinas. The course attempts to shed light on the question: what kind of a being is man? Problems treated are: the unity of man, man as a living being (the problem of the soul), man as a sentient being (the problem of sense knowledge), man as a rational being (the problems of intellectual knowledge and freedom), the nature of the human soul (spirituality and immortality), man as a person. The course is speculative because it develops a theoretical view of man's nature from a metaphysical viewpoint.

RelSt 239 AA History of Judaism **3 sem. hrs.**

The following topics will be discussed: prophetic background of Christianity, Christianity from the Jewish point of view, the oral law and legacy of Israel, the Jew and the Mohammedan world, the Jew in Spain, the Jew in the Middle Ages, havens of refuge, end of the Jewish Middle Ages, the Russian nightmare, the revival of anti-Semitism, the war years, American dream, the land of Israel.

SocSc 307 AA The Development of Social Thought **3 sem. hrs.**

The origins and more important developments of social thought in Ancient and pre-Western Civilizations are hereby explored. Later on, the major epochs of Western Thought are studied in order to define the most important traits of setting in which social sciences (and particularly Sociology) were born in the XIX Century. The specific aims of this course are to explore the main traits of development of the great ideas of freedom, religion and state.

SPECULATIVE STUDIES — Modern

BioSc 104 AA Human Ecology **3 sem.**

This course will consider the nature of the ecosystem, including its structure and function. It will then examine the ecology of natural populations, natural problems, and man: problems and possible solutions. Human populations and environmental pollution will also be discussed.

Engl 353 AA The World of Signs **3 sem. hrs.**

Our aim is to speculate about the relationship between the world of signs and the world of art. We shall devote one half of the semester to sign theory (semiology). In the second half, we shall concentrate upon sign-making as a thematic as well as a technical concern of some writers (Pynchon, Percy) and filmmakers (Bogdanovitch, Altman). The first half of the semester will include sign-making that is self- conscious (a Marx Brothers film, a Buster Keaton film, drama of the absurd, surrealistic visual art) in order to arrive at a theory of signs; the second half will be a speculative application of this theory. As Mieczysaw Wallis says, "Without signs there would be no culture, no human world, no Man. ... Man is not only a sign-maker, but also an art-maker. The arts have made human life richer and deeper. It is an attractive task both for the semiotician and for the theorist of art to explore the manifold connections between these two great realms of human creativeness — the world of arts and the world of signs" (p.102, *Arts and Signs*).

MFL-Gr 360 AA Intellectuals (Their Role in Society; Case: Weimar Republic) **3 sem. hrs.**

The role of the intellectual in society is the subject of this course. Germany, 1918-33, provides a fascinating case study of the issue. Why did the ideas of Adolf Hitler appeal to a nation which included Mann, Hesse, Brecht, Heidegger, Jaspers, Einstein, Heisenberg, Bonhoeffer, Lang, and others? Why did the Germans reject the ideals of liberal democracy, and of Marxism, in favor of the jumbled conservative ideology of Nazism? To what extent was public opinion shaped by literacy works, by art, by film, by philosophers, by theologians, by the personal examples of intellectual leaders? The class will discuss these and similar questions in light of representative works of the period, including *All Quiet on the Western Front, Threepenny Opera,* selected films, and various excerpts from other intellectual sources. The political, socioeconomic, and ideological background, including Schopenhauer, Nietzche, Marx, Darwin, romantic philosophy, will be provided by lectures and selected outside reading.

MFL Lang 310 AA Language and Culture **3 sem. hrs.**

This course deals with the development of man and language from cultural, historical, psychological, and linguistic aspects. The history of language from early records to present day stocks. An inquiry into distinctive linguistic types as regards morphological and phonological development. In the Indo-European groups as reflecting cultural and sociological differences.

Phil 321 AA Philosophy of Education **3 sem. hrs.**

Educational aims and procedures reflect fundamental normative judgments about what a good person is and what a good society is. This course will examine some of the ideals of personhood and society that ought to be central to education. It will be especially concerned with the meaning of liberal education and moral development for individuals, and justice, equality, and democracy for schools. Included will be specific discussions of current problems such as technical vs. liberal education, equality of educational opportunity, school integration, busing, and corporal punishment. What should the aims of education be and what social values should schools embody are the questions to be decided.

Phil 322 AA Scientific Revolutions **3 sem. hrs.**

A critical study of two aspects of revolutions in science: (1) revolution in theoretical concepts and (2) cultural revolutions caused by the application of these concepts. This study will be undertaken by an assessment of what scientists do (from the viewpoint of a scien-

tist and that of a philosopher) and by an evaluation of how the practice of science is influenced by cultural factors.

Phil 343 AA **Analysis of Existence** **3 sem. hrs.**
A metaphysical reflection on the problems raised by the all-pervasive datum, existence: its meaning, its cause, its characteristics, its conceivableness.

Phil 298 AA **Astronomy** **3 sem. hrs.**
The most ancient of the sciences and also one of the fastest developing modern fields of knowledge — is the only branch of whose cultural, intellectual and practical impact has been felt in a continuous and formative way in human civilizations over a span of thousands of years. The purpose of this course is to place the participant in this cultural mainstream of mankind's past, present, and future by making available the rich mines of both historical (practical) astronomy and space age discoveries and theories, in what is hoped will be a comprehensive and comprehensible form.

Psyc 003 AA **Models of Man** **3 sem. hrs.**
Three orientations dominate modern psychology. Each orientation uses a different model of man in its explanations of human behavior. The three models form the content focus of the course. Each model is represented by a major psychologist (Freud; Skinner; Carl Rogers), with the student reading a major work by each man and an explanatory commentary about each man's system.

RelSt 355 AA **Christianity and the Meaning of History** **3 sem. hrs.**
This course is concerned with theology of history rather than philosophy of history though the two are closely related and the relationship will be evident in the course. The course will examine various theological and philosophical efforts to read history as a reasoned, orderly process that is the work of God who endows it with a finality; the secularization of this perspective leading to its replacement by modern myth of progress. The course will also investigate the variety of postures Christianity can assume vis-a-vis the world in view of the fact that for the Christian, as for the skeptic, while there is no easy reading of history's meaning, man must make practical decisions which outrun his understanding and wisdom. Thinkers to be studied include: Irenaeus, Origen, Augustine, Joachim of Flora, Aquinas, Luther, Vico, Comte, Hegel, Marx, and R. Niebuhr.

RelSt 360 AA **20th Century Religious Thought** **3 sem. hrs.**
This course is an investigation of contemporary movements in theology by means of the reading and discussion of selected works of representative theologians. The schools of thought considered will include some or all of the following: fundamentalism, conservatism, liberalism, neo-Orthodoxy, liberation theology, death of God theory, futuristic theology, the Charismatic Movement, and post-Vatican II Roman Catholic theology.

RelSt 415 AA **Christian Humanism** **3 sem. hrs.**
This course is designed to introduce students to the complex traditions within Christendom involving humanistic values. The basic text will be *Religion and World History.* Other reading requirements from classics of Dawson, Maritain, E.I. Watkin, as well as more recent works of Urs von Baltasar, Garaudy, William Lynch and the philosophers of "Hope."

SocSc 301 AA **The Family in Film and Literature** **3 sem. hrs.**
This course is geared towards an understanding of the family as an institution and in cross-cultural perspectives. Films and literature from U.S. and Latin America provide the major vehicles for this venture. In order to achieve our objective we have selected a series of 10 films (3 American, & 7 from Latin America) and 6 or 7 books. The presentation, and later in the examination of values and structures which are centered around the family is reached through an examination of films and literature. The literary scholar and the sociologist alternate theory viewpoints on a series of lectures which parallel the sharing of films and the discussion of books. At the end, two different examinations dig upon the levels of comprehension of sociological, literary, and artistic areas covered by the course material.

ACCOUNTING

Acct 105-106 **Principles of Accounting** **6 sem. hrs.**
A basic course in accounting designed to familiarize students with the fundamental accounting principles and practices with a background to business through accounting. Emphasis is placed on the modern concepts of how accounting is used in the business world plus an introduction of cost and managerial accounting.

Acct 203 **Managerial Accounting** **3 sem. hrs.**
A one semester terminal course designed especially for students who have selected a program of study other than accounting. As a further preparation for his or her business career using the fundamentals of accounting, the student is introduced to the uses of accounting data in the planning and control functions of management. Coordination of operating and capital budgets is among the concepts of management which are covered. Prerequisite: Acct 105-106.

Acct 205-206 **Intermediate Accounting** **6 sem. hrs.**
This course is designed to develop an understanding of modern accounting standards and concepts, acceptable form and techniques in the preparation of accounting statements. Detailed accounts are considered in both financial and income-determination statements. Special problems in corporate accounting, statement analysis, use of funds, and cash flow are considered. Prerequisite: Acct. 105-106.

Acct 210 **Accounting for Public Administrators** **3 sem. hrs.**
Principles of fund accounting, financial reporting and budgetary control in nonprofit organizations are covered. The use of accounting data for decision-making in the public sector is studied. Prerequisite: Acct 105-106.

Acct 305-306 **Advanced Accounting** **6 sem. hrs.**
Principles and problems of advanced accounting relating to partnerships (including liquidation by installments), joint ventures, home office and branch accounting, consolidated financial statements, corporate mergers and capital readjustments, foreign exchange, receiverships, fiduciary, and fund accounting are covered. Prerequisite: Acct 205-206.

Acct 314 **Federal Tax Accounting I** **3 sem. hrs.**
This course introduces the student to the complexities of the revenue code, regulations, revenue rulings, and related court decisions as they apply to individuals. The mechanics of preparing federal income tax returns for individuals are covered. Tax planning is introduced. Prerequisite: Acct 105-106.

Acct 315 **Federal Tax Accounting II** **3 sem. hrs.**
A course dealing with the requirements and mechanics of preparing federal income tax returns of partnerships, corporations, estates, and trusts. It also covers federal estate tax and gift tax returns. Tax planning is developed and tax research methods are introduced. Prerequisite: Acct 314.

Acct 317 **Cost Accounting I** **3 sem. hrs.**
This course is primarily designed to emphasize use of basic cost accounting theories and concepts of factory cost finding under job order, process, and standard cost systems. It embraces a study of control and analyses of materials, labor, and factory overhead, and introduces a system of assembling data for prompt transmittal and remedial action needed to serve management. Prerequisite: Acct 205-206.

Acct 318 **Cost Accounting II** **3 sem. hrs.**
A course approaching cost accounting from the viewpoint of the managerial recipient (consumer) of internal accounting information. Concepts of the motivational relationship between standards and performances, on distribution cost analysis, and on profit variance analysis are a few of the concepts covered. Accounting data used for the processing and reporting of a firm's historical and projected microeconomic data assists management in planning future policies and operation, in making decisions, and in controlling and analyzing the costs and profits. Additional attention is given to the establishment of standards of evaluating the profit performance of organizational divisions, capital expenditures, sales emphasis, customer selection, and product pricing. Prerequisite: Acct 317.

Acct 320 **Accounting Theory** **3 sem. hrs.**
This course is designed to reinforce the advanced student's understanding of the theory upon which the practice of accounting rests. It examines the publications and pronouncements of the AICPA, particularly their Accounting Research Studies, the Accounting Terminology Bulletins, and the opinions of the Accounting Principles Board. This course is intended to prepare students for an important part of the C P A exam. Prerequisite: Acct 205-206.

Acct 323 **Auditing Principles** **3 sem. hrs.**
A course which acquaints the student with the procedures for conducting a general audit. Emphasis is placed upon the standards, philosophy, ethics, and responsibilities of the independent Certified Public Accountant in conducting an audit and upon the role and importance of internal control. Prerequisite: Acct 205-206.

Acct 330 **International Accounting** **3 sem. hrs.**
This course will cover the various problems that arise in accounting for businesses involved in international trade. Topics include valuation of assets and income determination under a system of flexible exchange rates, financial statement interpretation under differing sets of accounting standards, and tax liabilities arising from foreign operations. Prerequisite: Acct 105-106, Acct 203.

Acct 340 **Integrated ADP and Information Systems** **3 sem. hrs.**
The major emphasis is directed toward the problems of integrating automatic data processing and accounting information systems. Problems inherent in the development of systems are also covered. Prerequisites: Acct 205, CmpSc 150.

Acct 350 **Special Topics in Accounting** **3 sem. hrs.**
Topics covered include current issues in accounting: advanced study of tax, cost, auditing, information systems or other areas in accounting. Admission by permission of instructor.

Acct 398 **Individual Studies in Accounting** **3 sem. hrs.**
Directed advanced individual projects. Admission by permission of instructor only.

BIOLOGICAL SCIENCES

BioSc 100 **Biology for Today** **4 sem. hrs.**
A lecture demonstration course designed to acquaint nonmajors with current trends in the biological sciences. Restricted to City College students.

BioSc 101 **General Botany** **4 sem. hrs.**
The basic principles of plant morphology and physiology. The evolution, distribution, genetics, and economic importance of plants are briefly considered. This course is designed primarily for education majors, medical technologists, and dental hygiene students. Two lectures and two laboratory periods.

BioSc 102 **General Zoology** **4 sem. hrs.**
A comprehensive study is made of typical invertebrate and vertebrate animals with emphasis on their structure, function, ecology, and evolution. This course is designed primarily for education majors, medical technologists and dental hygiene students. Two lectures and two laboratory periods. Prerequisite: BioSc 101.

BioSc 103 **Cultural Biology** **4 sem. hrs.**
A lecture demonstration course in the essentials of biology designed specifically as an orientation course for those whose interests lie in the sphere of the humanities. May not be used as a prerequisite for advanced courses.

BioSc 104 **Human Ecology** **2 sem. hrs.**
The role of man in the ecosphere; reciprocal relationships of man and environment.

BioSc 107-108 **General Biology** **4-4 sem. hrs.**
An intensive study of the fundamental properties of living things, their structure, functions, classifications, life histories, and evolution. This course is required for all pre-medical, pre-dental and pre-pharmacy students and biology majors. Two lectures and two laboratory periods.

BioSc 122 **Microbiology** **4 sem. hrs.**
This course embraces bacteriological techniques, the classification, and properties of important nonpathogenic and pathogenic bacteria, molds and viruses. The principles of immunity and serology are briefly treated. Two lectures and two laboratory periods.

BioSc 201 **Comparative Anatomy of the Vertebrates** **4 sem. hrs.**
Lectures on vertebrate anatomy, phylogeny, and evolution accompanied by laboratory study of type vertebrates. Detailed dissection is carried out on the shark, Necturus, and the cat; protochordates and agnathans are also considered. Two lectures and two laboratory periods. Prerequisite: BioSc 107-108 or equivalent.

BioSc 202 **General Embryology** **4 sem. hrs.**
A study of the origin and maturation of germ cells, fertilization, and the differentiation of germ layers in selected invertebrate and vertebrate animals. Knowledge of the development of vertebrate organ systems will be based on an intensive study of whole mounts and serial sections of the frog, chick, and pig. Two lectures and two laboratory periods. Prerequisite: BioSc 108.

BioSc 205-206 **Anatomy, Physiology and Kineseology** **3-3 sem. hrs.**
A lecture demonstration course designed to give the student of physical education thorough and practical knowledge of these basic sciences. Required for physical education and dental hygiene students. Not open to pre-dental students. Prerequisite: BioSc 101-102 or equivalent.

BioSc 209 **Mammalian Anatomy** **4 sem. hrs.**
A lecture and laboratory study presented as a basis for the understanding of human anatomy. Detailed dissection of the cat and anatomical studies of other vertebrates are included. This course is restricted to medical technologists. Prerequisite: Two semesters of biology.

BioSc 301 **Bacteriology** **4 sem. hrs.**
This course embraces bacteriological technique, the classification and study of the properties of important nonpathogenic and pathogenic bacteria. The principles of immunity, serology, and virology are also considered. Two lectures and two laboratory periods. Prerequisites: general biology and two years of chemistry, including organic chemistry which may be taken concurrently.

BioSc 302 **General Histology** **4 sem. hrs.**
The study of the microscopic structure of tissues and organs of the mammalian body, and the study of the fundamentals of hematology. Two lectures and two laboratory periods. Prerequisite: BioSc 201.

BioSc 304 **General Physiology** **4 sem. hrs.**
An introductory study of physico-chemical processes in cells, tissues, and organs. Three lectures and one laboratory period. Prerequisites: BioSc 201 and organic chemistry.

BioSc 306 **Animal Microtechnique** **4 sem. hrs.**
A course in the principles and methods of preparing animal material for microscopical study. The student is given practice in fixing, embedding, sectioning, staining, and mounting tissues; the preparation of whole mounts. Two lecture and two laboratory periods a week. Prerequisite: BioSc 302.

BioSc 307 **General Entomology** **4 sem. hrs.**
The taxonomy, life histories, and habitats of the insects common to south Louisiana. Prerequisite: BioSc 107-108 or equivalent.

BioSc 308 **Plant Physiology** **4 sem. hrs.**
Higher plants will be the principal object of study, with regard to their growth processes, water relations, and photosynthetic activities. The laboratory will illustrate modern techniques of investigation as well as the principles of the discipline involved. Prerequisites: General botany and organic chemistry.

BioSc 309 **Introduction to Bioecology** **4 sem. hrs.**
Basic ecological principles and concepts are considered including the nature of the ecosystem, energy flow, biogeochemical cycles, and the ecology of populations and communities. Two lectures and 4-5 hrs. of laboratory or field work. Prerequisite: One year of college biology.

BioSc 310 **Introduction to Field Zoology** **4 sem. hrs.**
The taxonomy, life histories, and general ecological relationships of the common animals of south Louisiana comprise the subject matter of this course. Two lectures and 4-5 hrs. of laboratory or field work. Prerequisite: One year of college biology.

BioSc 312 **Cytogenetics** **3 sem. hrs.**
A presentation of cell structure with emphasis on chromosomes. The relationships between classical and contemporary genetics and cellular biology will be considered. Prerequisite: General biology.

BioSc 315-316 **History and Philosophy of Biology** **1-1 sem. hrs.**
Discussion of the historical development and philosophical implications of biology. Required of all pre-medical students and biology majors. Prerequisite: Permission of professor. Two lectures.

BioSc 317 **Introduction to Biological Research** **2 sem. hrs.**
Special work for advanced students, includes both library and laboratory research. Weekly oral and/or written reports are required. Two-year course: grade assigned upon completion of the spring semester of senior year. Required of all upper division biology majors.

BioSc 317H **Honors Program in Biological Research** **2 sem. hrs.**
In addition to the work encompassed by BioSc 317, students in this course must maintain a B average in biology and chemistry during all four years. Special experimental assignments will be required of them in addition to grant applications.

BioSc 320 **Plant Anatomy** **4 sem. hrs.**
A consideration of the structure and development of seed plants (primarily Angiosperms). Reference will be made to the relationships of anatomy and developmental patterns to the physiology and morphogenesis of the organism. Prerequisite: General botany.

BioSc 353 **An Introduction to Radiation Science** **3 sem. hrs.**
A survey of the nature, measurement, and effect of ionizing radiations in biological systems. Designed to acquaint the beginners with theory and methods of use of radiation as a research tool. Geiger counter techniques will be used primarily; absorption and half-life experiments, tracer methods, biological uptake and distribution, isotope dilutions and similar topics will be covered in lectures and in laboratory. Prerequisite: Discretion of professor in charge of the course.

CHEMISTRY

Chem 103 Introduction to Chemistry **3 sem. hrs.**
For course description see listing in common curriculum section.

Chem 104 Chemistry for Non Science Majors **4 sem. hrs.**
A lecture-demonstration course in the essentials of chemistry primarily but not exclusively for education majors. This course does not serve as a prerequisite for any other chemistry course.

Chem 105 General Chemistry **4 sem. hrs.**
A lecture-demonstration course designed for students who plan to take only one or two college chemistry courses. The essentials of chemistry will be presented with emphasis on bonding and molecular architecture. Much of the material will be organic chemistry but some excursions will be made into inorganic and biochemistry. Current problems in nutrition, drug use and abuse, chemical warfare, pollution, power sources and medicines will be discussed as well as possible approaches to solving them. No prerequisite.

Chem 111-112 General Chemistry **3-3 sem. hrs.**
A basic course in the fundamental principles of general chemistry. Intended for science majors whose high school background, as shown by the Chemistry Achievement Test in the College Entrance Board, indicates the need of a full year course in freshman chemistry. Two semesters, three lectures per week.

Chem 113-114 General Chemistry Laboratory **1-1 sem. hrs.**
Includes qualitative analysis. Two semesters, one, three-hour laboratory period per week. Prerequisite: Credit or co-registration in Chem 111-112.

Chem 115-116 General Chemistry Lecture for Chemistry Majors **3-3 sem. hrs.**
An intensive course in the fundamental principles of general chemistry. Two semesters, three lectures per week. Prerequisite: Approval of the chairman.

Chem 117-118 Lab and Lecture Demonstration **1-1 sem. hr.**
Will concern certain aspects of all areas of chemistry and their impact on modern man. Includes experiments in inorganic, organic, physical, polymer, biological, and analytical chemistry. One, three-hour lab per week. Accompanies Chem 115-116.

Chem 211 Inorganic Quantitative Analysis **2 sem. hrs.**
Basic principles of quantitative analysis. Stoichiometry, evaluation of measurements, acid-base equilibria, redox, precipitation, titrations, and gravimetric methods. One semester, two lectures per week. Prerequisite: Chem 111-114 or equivalent.

Chem 213 Inorganic Quantitative Analysis Laboratory **2 sem. hrs.**
Basic techniques of quantitative analysis, including volumetric and gravimetric analysis, acidimetry and alkalimetry, redox methods, the use of absorption indicators and iodimetry. One semester, two, three-hour laboratory periods per week. Prerequisite: Credit or registration in Chem 211.

Chem 316 **Organic Chemistry for Medical Technology Majors** **3 sem. hrs.**
An introduction to nomenclature, stereochemistry, structure, and properties of different classes of organic compounds. Importance of organic compounds in daily life. One semester. Three lectures per week. Prerequisite: Chem 211-213.

Chem 318 **Organic Chemistry Laboratory for Medical Technology Majors** **1 sem. hr.**
Selected experiments illustrating principles in Chem 316. One, three-hour laboratory period per week. Prerequisite: Credit or registration in Chem 316.

Chem 323 **Introduction to Organic and Biochemistry** **3 sem. hrs.**
A continuation of Chem 105. Sufficient treatment of organic chemistry to understand classes of biologically important compounds. Principles and reactions in biochemistry and nutrition are stressed. One semester, three lectures. Prerequisite: Chem 105.

Chem 325 **Organic/Biochemistry Laboratory** **1 sem. hr.**
Selected experiments illustrating principles in Chem 323. One, three-hour laboratory period per week. Prerequisite: Credit or registration in Chem 323.

Chem 326 **Organic Chemistry Laboratory** **2 sem. hrs.**
Laboratory course for nonchemistry sciences majors to accompany Chem 332. Introduction to laboratory techniques of organic chemistry: simple preparations, separation and identification of organic compounds. One semester, two, three-hour laboratory periods per week.

Chem 327-328 **Biochemistry Lecture** **3-3 sem. hrs.**
A detailed study of the chemistry of carbohydrates, lipids, proteins, nucleic acids, digestion, metabolism, respiration and endocrinology. Aspects of clinical chemistry. Two semesters. Three lectures per week. Ordinarily intended for pre-medical students, chemistry and biology majors. Prerequisites: Chem 331-332, Chem 333-334 or Chem 326 and Chem 336 or Chem 340.

Chem 329-330 **Biochemistry Laboratory** **1-1 sem. hr.**
Selected experiments in conjunction with lecture material in Chem 327-328. Two semesters. One, three-hour laboratory period per week.

Chem 331-332 **Organic Chemistry Lecture** **3-3 sem. hrs.**
An intensive course in organic chemistry, covering structural theory, organic reaction mechanisms, stereochemistry, and type reaction of organic compounds. Two semesters, three lectures per week. Prerequisites: Chem 111-114, Chem 211-213 or approval of chairman.

Chem 333-334 **Organic Chemistry Laboratory for Chemistry Majors** **2-2 sem. hrs.**
Laboratory course to accompany Chem 331-332. Introduction to laboratory techniques of organic chemistry: simple preparations, separations and identification of organic compounds. Two semesters, two, three-hour laboratory periods per week. Prerequisites: Credit or registration in Chem 331-332 and approval of chairman.

Chem 336-337 Physical Chemistry Lecture **3-3 sem. hrs.**
A general survey of physical chemistry treating gaseous, liquid and solid states of matter, thermodynamics, the laws of solutions, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, elementary wave mechanics, atomic and molecular spectra, elementary statistical mechanics. Two semesters, three lectures per week. Prerequisites: General chemistry, quantitative analysis, one year of college physics, at least one semester of calculus.

Chem 338-339 Physical Chemistry Laboratory **1-1 sem. hr.**
Laboratory to accompany Chem 336-337. Classical and modern techniques of physico-chemical measurement. Includes molecular weights of gases and dissolved substances, vapor pressure, surface tension, viscosity and refractometry of liquids, calorimetry, thermochemistry, electrochemistry, electrolytic conductance, chemical equilibrium, phase diagrams, chemical kinetics, surface chemistry, spectrophotometry. Prerequisites: Same as Chem 336-337. Two semesters, one, three-hour laboratory period per week.

Chem 340 Concise Physical Chemistry **3 sem. hrs.**
An introductory course in physical chemistry emphasizing topics of special interest to biologists: thermodynamics, electrochemistry, transport properties of liquids, chemical kinetics, and colloidal dispersions. Methods of integral and differential calculus are extensively used to develop theoretically these classical physico-chemical topics. One semester, three lectures per week. Prerequisites: Chem 111 through Chem 213, Math 257-258.

Chem 342 Instrumental Analysis Lecture **2 sem. hrs.**
A more rigorous physico-chemical treatment of the basic principles of quantitative analysis. The treatment will include statistical methods applied to analytical chemistry, quantitative separations, coprecipitation, the use of organic precipitants, EDTA, spectrophotometry, electrometric methods, and chromatography. One semester, two lectures per week. Prerequisite: Chem 211-213 or equivalent.

Chem 343 Inorganic Chemistry Lecture **3 sem. hr.**
Nuclear structure and reactions, atomic structure, chemical bonding and periodicity. Inorganic stereochemistry and reaction mechanisms, acid base theories and nonaqueous solvents. One semester, three lectures per week. Prerequisite: Credit or registration in Chem 337.

Chem 344 Instrumental Analysis Laboratory **1 sem. hr.**
Accompanies Chem 342. One semester, one, three-hour laboratory period per week. Prerequisite: Credit or registration in Chem 342.

Chem 345 Synthetic Methods in Inorganic Chemistry **2 or 3 sem. hrs.**
A laboratory course teaching theoretical principles as well as special laboratory techniques illustrated by carefully chosen syntheses of several types of compounds. One semester, one hour lecture, six hours laboratory per week. Prerequisites: Credit or registration in Chem 337. Nonchemistry majors who meet the prerequisites may take this course for two credits instead of three, i.e., one, three-hour laboratory per week instead of two, three-hour laboratory periods per week.

Chem 347 **Organic Qualitative Analysis** **3 sem. hrs.**
Separation of mixtures and identification of pure compounds. Application of classical and modern methods including g.c. and t.l.c. Interpretation of UV, IR, and NMR spectra. One semester. One lecture and six hours laboratory per week. Prerequisite: Approval of the chairman.

Chem 350 **Chemical Literature** **1 sem. hr.**
Designed to acquaint the chemistry major with the major reference works and journals of chemistry and how to use them efficiently. One semester, one lecture per week.

Chem 351 **Rate Processes in Chemistry** **3 sem. hrs.**
A theoretical discussion of time-dependent physico-chemical processes. Kinetic theory and nonequilibrium thermodynamics are used to describe and elucidate chemical reaction rates, diffusion, viscosity and thermal conductivity. Prerequisite: Chem 336-337.

Chem 355 **Mechanism and Structure in Organic Chemistry** **3 sem. hrs.**
Detailed understanding of how, why, and when of organic reactions. Emphasis is on basic structures, reactivity, and mechanisms of organic chemistry. Prerequisite: Chem 331-332.

Chem 371 **Thesis Research** **7 sem. hrs.**
Honors Program students must register for 1-3 sem. hrs. credits for each semester starting with second semester sophomore year for a total of ten sem. hrs. Credit will be prorated on the basis of one sem. hr. credit for four hrs. devoted to research. Prerequisite: Approval of chairman.

COMMUNICATIONS

Comm 102 **Introduction to Broadcasting** **3 sem. hrs.**
A survey study of broadcasting, including its historical development, methods of operation, economic structures, forms of programming, regulatory organizations, differences in national systems and predicted future developments. Required of all majors.

Comm 103 **Introduction to Film** **3 sem. hrs.**
An introduction to the appreciation of film as a medium of communication and as an art form through the study of film classics. Examination of the relationship of film to the other arts and to society. Required of all majors.

Comm 110 **Production Techniques I** **3 sem. hrs.**
A practical studio production course, including a weekly lecture/critique meeting, and two weekly studio laboratory sessions. Basic theoretical and practical knowledge of three message systems — television, motion pictures, and radio will be covered. Awareness of the processes of production in all three mediums will be emphasized. The course is team taught by production specialists. Super 8mm film stock and processing cost must be paid for by the student. Required of all majors.

Comm 112 **Production Techniques II** **3 sem. hrs.**
A continuation of Comm 110. Emphasis will be on student written, produced, and directed material. Use of 16mm equipment will be covered. This course is also team taught. Purchase of film stock must be made by the student. Prerequisite: Comm 110. Required of all majors.

Comm 116 **Radio On-Air Lab** **1 sem. hr.**
Students have a two hour air shift on WLDC radio scheduled by the station manager and production assignments scheduled by the production manager. Recorded air checks and productions are critiqued each week. On-air voice development is stressed. Prerequisite: Consent of instructor.

Comm 201 **Communications Theory** **3 sem. hrs.**
The works of major theorists will be examined and current trends in media thinking will be investigated. Studies are directed toward establishing a solid theoretical background for considering the alternative futures of the media. Required of all majors.

Comm 202 **Media and Society** **3 sem. hrs.**
A study is made of the sociological impact of mass media, the effect of media on culture groups, the influence of media on social values and on the individual decision making process, and the peergroup effect of media. Required of all majors. Also listed as Jour 242.

Comm 203 **TV On-Camera Lab** **1 sem. hr.**
Student on-camera performance on WLDC-TV feature programs and live newscasts is critiqued. Performance includes: feature program host, anchor, sports, or weather persons on newscasts. Students will work two hours, one day a week and attend the weekly critique session. Prerequisites: On-camera audition and consent of instructor.

Comm 204 **Creative Project** **3 sem. hrs.**
This course may be taken during either semester of the student's sophomore year, or may be carried throughout the year. This is an individual work project. The student selects a production projectin any media and works with an advisor until completion and acceptance of the project.

Comm 215 **TV Studio Lab** **1 sem. hr.**
Practice as crew members of feature productions and newscasts for WLDC-TV. Crew assignments include operation of Studio A audio board, cameras, and film chain; and acting as floor manager and assistant producer. Students will work two hours, one day a week and attend the weekly critique session. Prerequisites: Comm 110 and consent of instructor.

Comm 220 **Cultural and Historical Foundations of Mass Communication Systems** **3 sem. hrs.**
An anthropological perspective on how communication works within a given culture. Why do we communicate? Why is it that different cultures have different ways of seeing and talking about reality? How do cultural and historical factors influence the way we communicate?

Comm 227 **TV Feature Production** **3 sem.hrs.**
Students are required to produce original feature programs. The taped programs are critiqued and evaluated. Students will work two hours, one day a week and attend the weekly critique session. Prerequisites: Comm 110, 112, 215; approval of project; and consent of instructor.

Comm 229 **TV News Production** **3 sem. hrs.**
Students are required to produce newscasts scheduled for WLDC-TV. Newscasts are critiqued and evaluated. Students will work two hours, one day a week and attend the weekly critique session. Prerequisites: Comm 110, 112; application; and consent of instructor.

Comm 231 **TV Direction** **3 sem. hrs.**
Students are required to direct productions and newscasts scheduled for WLDC-TV. These direction assignments are critiqued and evaluated. Students will work two hours, one day a week and attend the weekly critique session. Prerequisites: Comm 110, 112, 215, either 227 or 229; and consent of instructor.

Comm 313 **Scenic and Graphic Art** **3 sem. hrs.**
A study of the various types of TV scenery and set design and of the types and uses of graphic art as a part of a visual presentation. Practical work is offered in the studio and workshop.

Comm 315 **The Production Process** **3 sem. hrs.**
The emphasis in this advanced TV directing course is on the aesthetic and artistic aspects of television production. The director is asked to apply creative talent and artistic judgment to his production and directing skills, resulting in professional quality shows. Prerequisite: Consent of instructor.

Comm 318 **TV Analysis and Criticism** **3 sem. hrs.**
Qualitative and quantitative analysis of the content, issues, and values of television programming and specific TV programs. Examination of the writings and reviews of selected television critics.

Comm 321 **Broadcast News I** **3 sem. hrs.**
This is a basic course in news writing for radio and television. Students will write extensively, employing techniques appropriate to these media. Course work will include practical assignments with WLDC-TV and the radio news bureau. Prerequisite: Consent of instructor.

Comm 322 **Broadcast News II** **3 sem. hrs.**
This course is a continuation of Comm 321, emphasizes responsible judgment in news selection, editing and overall presentation. Case studies will be made of news coverage of important events. Documentary and editorial presentations will be examined. Related laws and journalistic ethics will be studied. Prerequisite: Comm 321

Comm 323 **Radio Practicum** **3 sem. hrs.**
Management positions on WLDC radio can receive management training, critiques, and evaluation in the exercise of their responsibilities. Students are appointed to management positions by either the department chairman or the station manager according to established policies. These positions include: station manager; program, news, music, production, or promotion director; sales manager, traffic; or chief announcer. Students will work five hours a week and attend the weekly class meeting. Prerequisites: Comm 110, 112; application; hold one WLDC management position; consent of instructor.

Comm 324 **Internship in TV and Radio News** **1-3 sem. hrs.**
The student is assigned to work with the news department of a television or radio station in New Orleans or with the campus WLDC news bureau. A faculty advisor will evaluate the student's work. Prerequisite: Written consent of the instructor.

Comm 325 **TV News Practicum** **3 sem. hrs.**
Students will receive practical experience in management positions as news director and managing editor of WLDC-TV. Exercise of the responsibilities of each position is critiqued and evaluated. Students will work three hours a week and attend the weekly critique session. Prerequisites: Comm 110, 112, 218, 219, 229; application; appointments made according to department policy; consent of instructor.

Comm 330 **Film Making I** **3 sem. hrs.**
A practical course in conceptualization, preproduction planning, cinematography, editing 16mm silent and sound films in either color or black and white. Students wishing to continue film making with Comm 331 must develop a film proposal and submit a written treatment before the conclusion of this course. Purchase of film stock must be made by the student. Prerequisite: Comm 110 and 112, and written consent of instructor.

Comm 331 **Film Making II** **3 sem. hrs.**
A student whose project proposal has received acceptance in advance, will undertake the production of his film in this course with close faculty assistance, advice, and supervision. Purchase of film stock must be made by the student. Prerequisite: Comm 330 and consent of instructor.

Comm 332 **Film Making III** **3 sem. hrs.**
Students who have demonstrated exceptional ability in Film Making II are eligible to register for this advanced level course. Work must include successful completion of a professional, artistic motion picture. Projects must be submitted and approved in advance. Limited enrollment. Purchase of film stock must be made by the student. Prerequisite: Comm 331 and consent of instructor.

Comm 334 **Film Directors** **3 sem. hrs.**
An examination of the works of selected major film directors, their individual styles, approaches to themes, and other significant film characteristics. The selection of directors varies with each offering of this course. The course may be repeated. Weekly film viewing.

Comm 335 **Film Genres** **3 sem. hrs.**
A study of various types of films as they have evolved in the history of cinema. Each semester a specific genre is explored such as western, crime-film, musical, horror, etc. This course may be repeated. Weekly film viewing.

Comm 336 **Film History** **3 sem. hrs.**
A survey of the major periods in the development of international cinema as an art form, and as a medium of entertainment, education, and mass communication. Weekly film viewing.

Comm 338 **Film Theory and Criticism** **3 sem. hrs.**
A survey of the major film theories and the application of these theories to actual films. Also studied will be the relation of theory to film criticism and the writings and reviews of film critics.

Comm 340 **Script Writing I** **3 sem. hrs.**
A course in writing for film, television, and radio. Script formats, visual and aural development, character development, pacing, and action included as part of the writers craft. Prerequisite: Consent of instructor.

Comm 342 **Script Writing II** **3 sem. hrs.**
The student will be required to write several scripts with close faculty assistance, advice, and supervision. The final script will consist of a screen play, documentary script, or television pilot and plot lines for 13 episodes. Prerequisites: Comm 340 and consent of instructor.

Comm 344 **Commercial Copywriting** **3 sem. hrs.**
A study of the elements involved in writing commercial copy, including concept, visualization, style and sponsor image. Script forms, uses of audio and visual effects, and timing will be examined. Practice will be offered in researching the product, working up the commercial idea, and writing scripts. Commercials and public service announcements will be written and produced for the WLDC broadcasting services.

Comm 345 **Advertising** **3 sem. hrs.**
Same as Jour 345.

Comm 355 **The Function of Public Broadcasting** **3 sem. hrs.**
A survey of the development of public broadcasting and a study of its potential. The educational role of this form of broadcasting will be studied and its programming of informative and cultural offerings to the mass audience will be examined.

Comm 362 **Voice and Phonetics** **3 sem. hrs.**
A course combining linguistic study of, and practice in, vocal performance for radio, television, and film. Attention is given to the anatomical, physiogenic, psychogenic, and imitative aspects of proper voice development, in conjunction with individualized vocal exercises. Problems in overcoming regional and cultural accents will be explored. Limited enrollment. Prerequisite: Consent of instructor.

Comm 363 **Radio Production** **3 sem. hrs.**
A basic radio production course, including studio work in all aspects of audio techniques for commercials, drama, documentary, and musical production. Participation on WLDC radio will be offered. Prerequisites: Comm 110, Comm 112.

Comm 364 **Radio Internship** **1-3 sem. hrs.**
Students receive on-the-job experience in the news or production departments of commercial radio stations. Their work is evaluated by the faculty supervisor and station personnel. Prerequisites: Comm 110, 112; application; resume; acceptance by station manager; consent of instructor.

Comm 365 **TV Internship** **3 sem. hrs.**
Students receive on-the-job experience in the news or production and promotion departments of commercial or public television stations. Their work is evaluated by the faculty supervisor and station personnel. Prerequisites: Comm 110, 112; application; resume; acceptance by station news director or general manager; consent of instructor.

Comm 366 **Broadcast Advertising and Management Internship** **3 sem. hrs.**
Students receive on-the-job experience in sales, commercial production, and management of radio or television stations or agencies. Their work is evaluated by the faculty supervisor and station personnel. Prerequisites: Comm 381; application; resume; acceptance by manager; consent of instructor.

Comm 370 **The On-Camera Performer** **3 sem. hrs.**
This course introduces the student to the problems, challenges, and opportunities of the performer. No previous drama training is required. Students are given many short assignments for performing before the television cameras, these are recorded on video tape and the tapes are played back and critiqued. The student develops personal expressive abilities useful in all aspects of life.

Comm 372 **Acting for TV and Film** **3 sem. hrs.**
This course follows Comm 370, but specializes in dramatic performance for TV and film. Full production will be recorded, using original scripts when available, for broadcast on WLDC-TV.

Comm 381 **Broadcast Sales** **3 sem. hrs.**
A study of broadcast advertising and sales techniques, methods and skills, including development of sales presentations. Students will practice interpreting availability sheets, making client contracts, offering sales proposals, explaining contract provisions and discount plans, and concluding the sale with provisions for billing. Practical assignments will be given in selling time for the WLDC broadcasting services.

Comm 382 **Broadcast Law** **3 sem. hrs.**
Laws and regulations dealing with all aspects of broadcasting will be examined. Landmark FCC decisions will be studied and court cases resulting in precedent-setting guidelines for purchasing, licensing, and operating broadcast properties will be studied.

Comm 383 **Broadcast Promotion and Public Relations** **3 sem. hrs.**
Analysis of the procedures and practices of station promotion departments and of how they attempt to secure public interest and goodwill toward the programming of the station. Projects will be assigned involving work to promote WLDC broadcasting services and to aid its sales staff in the exact manner of a professional situation.

Comm 384 **Broadcast Programming** **3 sem. hrs.**
A study of programming objectives, audience surveys, analysis methods, show selection and approval, film buying, and preparation of station programming schedules. Projects will be assigned in analysis of programming techniques of selected stations.

Comm 385 **Broadcast Management** **3 sem. hrs.**
An examination of policy, objectives, procedures, personnel, budgets, and principles involved in the management functions of a broadcast station. Individual stations around the country will be studied as projects. Case studies will be made of certain decision-making situations in broadcast management.

Comm 386 **Sales and Management Internship** **1-3 sem. hrs.**
Students are assigned to practical work in sales as assistants and internees to commercial TV and radio stations in New Orleans and to the WLDC broadcasting station. Their work will be evaluated by an advisor. This internship may be repeated and may be taken for 1-3 sem. hrs.

Comm 389 **Advanced Creative Project** **3 sem. hrs.**
A senior level creative project in any medium, proposed by the student and approved and supervised by the faculty. Conceptual, creative, and technical excellence of the project is assumed. Required of all majors.

Comm 391 **Man and Media** **3 sem. hrs.**
A study of the constantly evolving relationship between the media of mass communication and mankind, the effects of each on the other, man's developing dependence on media-imposed reality and cultural changes resulting from modern communications.

Comm 392 **Current Trends** **3 sem. hrs.**
Each offering of the course will change, since the content of the course is based on current issues and developments within the media. This course may be repeated.

Comm 393 **Philosophical Aspects of Communications** **3 sem. hrs.**
An exploration of the various philosophies underlying present mass communication theories. This course will address itself to some specific scholars or schools of thought influential in the field of mass communication.

Comm 394 **Media Studies** **3 sem. hrs.**
This is an open-ended reading course dealing in diverse areas of media and media developments. Specific media forms may be isolated and studied as functions that are soon to be significant or unusual in contemporary life.

Comm 395 **Historical Studies** **3 sem. hrs.**
An in-depth examination is made of the historical development of the various forms of mass communication, of the important persons involved, andof significant social responses in media history.

Comm 396 **International Media Systems** **3 sem. hrs.**
The various national systems of broadcasting and film are examined and compared. Examples of national systems and their content to be studied would be those of England, Germany, France, Sweden, Russia, Japan, China, Mexico, and Brazil.

Comm 397 **Special Projects** **3 sem. hrs.**
The student presents a written proposal to the communications faculty for independent work on a project at least six weeks before registration. If the proposal is accepted, a faculty advisor is assigned to counsel the student, give advice, and evaluate the work. Special projects may take any form which promises meaningful achievement and which is relevant to departmental scholastic objectives.

Comm 398-399 **Senior Colloquium** **1-1 sem. hr.**
Required of all seniors. A review of the various areas of communications using a seminar approach and guest speakers. Class seniors will also concentrate on curriculum evaluation and practical matters concerning completion of the course study.

COMPUTER SCIENCE

CmpSc 150 **Introduction to Computing** **3 sem. hrs.**
Algorithms, programs, and computers. Basic programming and program structure. Programming and computing systems. Debugging and verfication of programs. Data representation. Organization and characteristics of computers. Survey of computers, languages, systems, and applications. Computer solution of several numerical and nonnumerical problems using programming languages.

CmpSc 250 **Advanced Programming** **3 sem. hrs.**
Advanced programming methods in the FORTRAN language. Array processing and program segmentation. Program efficiency in time and space. Data structure — strings, lists, trees and files. Overcoming environmental limitations. Elements of programming style and documentation. Prerequisite: CmpSc 150.

CmpSc 350 **Hardware Programming Concepts** **3 sem. hrs.**
Computer structure, machine language, instruction execution, addressing techniques, and digital representation of data. Computer systems organization, symbolic coding and assembly systems, macro definition and generation. Several computer projects to illustrate basic machine structure and programming techniques. Prerequisite: CmpSc 250.

CmpSc 355 **Data Processing** **3 sem. hrs.**
Principles and techniques of programming data processing applications in the COBOL language. The nature of the data processing task and environment. Sequential, direct, and indexed data organization methods and processing techniques. Prerequisite: CmpSc 250.

CmpSc 360 **Numerical Methods** **3 sem. hrs.**
An introduction to the numerical algorithms fundamental to scientific computer work. Includes elementary discussion of error, polynomial interpolation, quadrature, linear systems of equations, solution of nonlinear equations, and numerical solution of ordinary differential equations. The algorithmic approach and the efficient use of the computer are emphasized. Prerequisite: CmpSc 250.

CmpSc 365 **Computer Assisted Decision Making** **3 sem. hrs.**
An overview of scientific decision-making techniques utilizing computing. Model design, programming and verification. Inventory control, queuing, linear and nonlinear programming, and discrete systems simulation. Prerequisite: CmpSc 250.

CmpSc 450 **Programming Languages** **3 sem. hrs.**
Formal definition of programming languages including specification of syntax and semantics. Simple statements including precedence, infix, prefix, and postfix notation. Global properties of algorithmic languages including scope of declarations, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines, and tasks. Survey of major programming languages — FORTRAN, COBOL, RPG, PL-I, APL, LISP SNOBOL, and GPSS. Prerequisite: CmpSc 350.

CmpSc 455 **Systems Analysis and Design** **3 sem. hrs.**
Analysis and design of application programming systems. Recognition of information and computing needs, costs, and implications. Information flow and control within systems. Human-machine interaction. Design techniques and documentation standards. Prerequisite: CmpSc 355.

CmpSc 460 **Systems Programming** **3 sem. hrs.**
Review of batch process systems programs, their components, operating characteristics, user services and their limitations. Implementation techniques for parallel processing of input-output and interrupt handling. Overall structure of multiprogramming systems or multiprocessor hardware configurations. Details on addressing techniques, core management, file system design and management, system accounting, and other user-related services. Traffic control, interprocess communication, design of system modules,

and interfaces. System updating, documentation, and operation. Prerequisite: CmpSc 350.

CmpSc 465 Logic Design and Systems Engineering 3 sem. hrs.
Elements of combined hardware and software design. Switching algebra, gate network analysis and synthesis, Boolean algebra, combinational circuit minisystem. Hardware/software trade-offs. Interface design and testing. Prerequisite: CmpSc 350.

CmpSc 495 Research Methodology 3 sem. hrs.
Techniques of technical topic research and presentation. The completion and presentation — both oral and written — of a technical research project in the field of computer science.

CmpSc 190-191, 290-291, 390-391, 490-491 Computer Science Seminar 0-3 sem. hrs.
Regular meetings, obligatory for all computer science majors. Topics covered in these meetings include: reports by students on individual projects, digest of published computing literature, and reports on departmental research.

CRIMINAL JUSTICE

CrJus 204 Introduction to Corrections (CC) 3 sem. hrs.
The functional position of American corrections in the criminal justice system, and court and institutional administration are covered. Selected correctional techniques and their empirical assessments are discussed. The history of corrections is considered as a societal response to deviance. Emphasis is given to the functioning of corrections as part of the criminal justice system.

CrJus 221 Introduction to Law Enforcement (LE) 3 sem. hrs.
Introduction to the philosophical and historical background of law enforcement. The principles of organization and administration for law enforcement, functions and specific activities; planning and research; public relations, personnel and training, inspection and control; direction; policy formation. Special emphasis will be given to the functioning of law enforcement and public safety as part of the criminal justice system.

CrJus 230 Introduction to Criminal Justice Systems I (CC) 3 sem. hrs.

CrJus 232 Fundamentals of Criminology (CC) 3 sem. hrs.
Criminology will be explored in terms of a survey of basic topics and problems related to the discipline, such as the nature of crime in America, criminal statistics, and selected criminological theories. This is an introduction to the systematic (i.e., scholarly and scientific) study of crime, criminals, criminal behavior, and the criminal justice system. Special emphasis will be given to an understanding of the functioning of criminology as part of the criminal justice system.

CrJus 250-251 Criminalistics I & II 3 sem. hrs.
A survey of investigative techniques and the analysis of physical evidence. Designed to provide an introduction to evidence collection and analysis, this course should not be taken by professional lab technicians or criminalists. Consideration is given to the functioning of criminalistics as part of a criminal justice system.

CrJus 301 **Elements of Police Supervision (LE)** **3 sem. hrs.**
Supervisory methods and problems within the law enforcement organization and the implication of principles of human relations to effective performance; problems of policy and procedure; field supervisory problems; instructional and disciplinary methods; motivation; leadership; planning; supervisory reporting; performance evaluation.

CrJus 305-306 **Police Administration I & II (LE)** **3 sem. hrs.**
A behavioral and creative approach to the study of law enforcement administration. Individual and group studies in the dynamics of law enforcement and administration. Social and psychological aspects of organization and management. Policy formulation and decision making in management from a human relations and organizational point of view. Electronic data processing in law enforcement.

CrJus 307 **Police Community Relations (LE)** **3 sem. hrs.**
Examination of factors contributing to friction or cooperation between law enforcement personnel and the community, with emphasis on minority groups, political pressures and cultural problems. Community organization and social responsibility of law enforcement.

CrJus 309 **Criminal Procedure I (L)** **3 sem. hrs.**
The study of the formal process whereby the government seeks to convict and punish a person for a criminal offense. Special emphasis will be placed on appellate review in criminal cases, and U.S. Supreme Court decisions governing the law of search and seizure, interrogations, and confessions, the use of informers and entrapment, pre-trial procedures, and the various doctrines applying the Fourteenth Admendment to the states. Special emphasis will be given to an understanding of the functioning of criminal procedure as part of the criminal justice system.

CrJus 313 **Criminal Evidence I (L)** **3 sem. hrs.**
The rules of evidence during a criminal trial will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule. Special attention will be given to the evidence required in specific offenses such as murder, rape, larceny, burglary, etc.

CrJus 314 **Criminal Evidence II (L)** **3 sem. hrs.**
The rules of evidence during a criminal trial will be examined including examination of witnesses, impeachment, real, direct, and circumstantial evidence. Special emphasis will be given to relevancy, hearsay and its exceptions, privileges, presumptions and inferences, burden of proof, judicial notice and the parole evidence rule. Special attention will be given to the evidence required in specific offenses such as murder, rape, larceny, burglary, etc. Prerequisite: CrimJust 313.

CrJus 315 **Criminal Law I (L)** **3 sem. hrs.**
Substantive criminal law defines the specific offenses and covers general principles of liability to punishment and specific defenses to criminal behavior. It includes classification of crimes, sources of criminal law, theories of punishment, corpus delicti, and the basic elements of crime. Special emphasis will be placed on the law of homicide, theft offenses, and limitations on criminal prosecution such as ex post facto law, collateral estoppel, and former jeopardy.

CrJus 317 **Juvenile Delinquency (CC)** **3 sem. hrs.**
Official delinquency and unofficial delinquent behavior are distinguished by analyzing the process of societal reaction. The application of theories of juvenile delinquency will be critically examined by reviewing action programs that have focused on either prevention or treatment. Finally, various aspects of juvenile justice, particularly as they relate to labeling, will be considered along with recent Supreme Court decisions concerning the procedure rights of juveniles.

CrJus 318 **Recent Supreme Court Decisions in Criminal Cases (L)** **3 sem. hrs.**

CrJus 322 **Police in the Political System (LE)** **3 sem. hrs.**
This is an examination of the dilemma of the democratic policeman. Traditional concepts of democracy, authority and political power are examined in depth. The influence and operation of state and local government upon the police system are studied with emphasis on the concept of civil service and the merit system. The civil rights of the police and the public as well as the concept of civil disobedience are given extensive treatment.

CrJus 333 **Research Methods in Criminology (CC)** **3 sem. hrs.**
Data collection, reduction, and analysis are covered for the major forms of research used in the behavioral and social sciences. The experimental analysis, control group designs, and survey research are given equal weight. Tests and measurements, and computer applications are mentioned.

CrJus 345 **Social Stress** **3 sem. hrs.**

CrJus 346 **Psychiatry and Law** **3 sem. hrs.**

CrJus 347 **Violent Offenders (CC)** **3 sem. hrs.**
The major historical and sociological, psychological, and psychiatric theories concerning criminality are covered in detail. A critical analysis of the major empirical tests of the theories receives equal attention.

CrJus 360 **Probation and Parole (CC)** **3 sem. hrs.**
Basic definitions, policy planning, staffing, presentence investigations, prerelease procedures, use of community resources, and evaluation of current activities.

CrJus 365 **Correctional Institutions (CC)** **3 sem. hrs.**
The structure, organization, and management of the major adult and juvenile correctional facilities, (court, probation, parole, and institutions) are discussed. The empirical foundations of modern management principles applicable to correctional facilities are assessed. While the focus is on public agencies, the aspects of private correctional concerns are considered.

CrJus 369 **Correctional Counseling** **3 sem. hrs.**
A survey of the various methods of counseling utilized in correctional settings ranging from the Freudian to behavioral approaches. Emphasis is placed on the type of offenders to be encountered and the relative effectiveness of the various counseling approaches.

CrJus 370 **Treatment Methods in Correctional Intervention (CC)** **2 sem. hrs.**
A survey of the rehabilitative practices currently in use in community and institutional corrections. Theory, application, and empirical foundations are critically analyzed.

CrJus 378 **Seminar in Constitutional Law (L)** **3 sem. hrs.**
Basic constitutional law, and in depth analysis of Supreme Court decisions decided during recent terms of court with a special emphasis on trends in constitutional law and criminal procedure.

CrJus 380 **Practicum in Corrections (CC)** **3 sem. hrs.**
Supervised instruction in a correctional agency, such as a state department of corrections, through close cooperation between faculty members, agency authorities, and the students. Not available to students outside the correctional specialty. Pre-registration academic advising with a member of the criminal justice faculty and CC form 100 are required. Prerequisite: 3 correctional courses.

CrJus 381 **Juvenile Justice Process (CC)** **3 sem. hrs.**
An examination of the major decisions made about the juvenile from initial contact by the police or other agency through termination of legal control over his conduct. Constitutional limitations on the power of the juvenile justice process as a result of recent Supreme Court decisions, case law developments, and statutory changes will be critically reviewed.

CrJus 384 **Police Behavior (LE)** **3 sem. hrs.**

CrJus 385 **Research and Planning in Law Enforcement (LE)** **3 sem. hrs.**

CrJus 390 **Independent Study in Law Enforcement (LE)** **3 sem. hrs.**
Research in a specialized topic selected by the student and instructor culminating in a paper suitable, at least in form, for publication in a law enforcement journal. Not available to students outside the law enforcement specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 law enforcement courses.

CrJus 391 **Honors Thesis in Law Enforcement (LE)** **3 sem. hrs.**

CrJus 392 **Independent Study in Corrections (CC)** **3 sem. hrs.**
Research in a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a correctional journal. Not available to students outside the corrections specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 corrections courses.

CrJus 393 **Independent Study in Criminology (CC)** **3 sem. hrs.**
Research on a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a criminological journal. Not available to students outside the criminology specialty. Preregistration academic advising by a criminal justice faculty member and CC form 100 are required. Prerequisite: 3 criminology courses.

CrJus 394 **Honors Thesis in Criminology (CC)** **3 sem. hrs.**

CrJus 395 **Honors Thesis in Corrections (CC)** **3 sem. hrs.**

CrJus 396 **Independent Study in Law (L)** **3 sem. hrs.**
Research on a specialized topic selected by the student and instructor, culminating in a paper suitable, at least in form, for publication in a law journal. Not available to students outside the criminal law specialty. Preregistration advising by a member of the criminal justice faculty and CC form 100 are required. Prerequisite: 3 courses in law.

CrJus 397 **Honors Thesis in Law (L)** **3 sem. hrs.**

CrJus 398 **Readings in Sociology of Law** **3 sem. hrs.**

CrJus 400 **Police and Society (LE)** **3 sem. hrs.**
An innovative course that speaks to the problem of practical applications of theology, philosophy, psychology, sociology, and communications to the life and work of the policeman.

DECISION SCIENCES

DecSc 214 **Business Statistics I** **3 sem. hrs.**
Sources and collection of business data; descriptive statistics; probability theory and distribution; and sampling methods, estimation and hypothesis tests. Business applications and use of canned computer programs. Prerequisites: CmpSc 150 (may be taken concurrently), Math 115-116.

DecSc 215 **Business Statistics II** **3 sem. hrs.**
Chi-square tests, analysis of variance, experimental design, simple regression and correlation, time series, index numbers, nonparametric tests, and decision theory. Business applications and use of canned computer programs. Prerequisites: DecSc 214.

DecSc 370 **Linear Programming and Regression Analysis** **3 sem. hrs.**
Matrix analysis, linear programming, and multiple regression and correlation analyses. Business applications and use of canned computer programs. Prerequisite: DecSc 215.

DecSc 398 **Individual Studies in Decision Sciences** **3 sem. hrs.**
Directed advanced individual projects. Admission by permission of instructor.

DENTAL HYGIENE

DenHy 201 **Head and Neck Physiology** **4 sem. hrs.**
Anatomy and physiology of the head and neck including a study of the primary and permanent dentitions and periodontal structure. Special emphasis is placed upon root morphology to the practice of dentistry and dental hygiene. Histological and embryological considerations are included.

DenHy 202-305 **Dental Materials and Dental Specialties** **2-2 sem. hrs.**
Introduction to dental materials and the dental hygienist's relationship to the dental specialties through their use.

DenHy 203-204 Dental Radiology **1-1 sem. hr.**
A lecture-demonstration course which includes radiation physics, radiation biology, radiation hygiene, and radiographic techniques. Also included is an introduction to radiological interpretation of normal and abnormal dental and periodontal conditions.

DenHy 212 Preventive Dentistry **2 sem. hrs.**
Prevention of dental disease through the use of patient education and motivation in individual and group situations. The use and development of instructional aids are included along with the application of the principles of dental health education.

DenHy 211-213 Pre-Clinical Dental Hygiene Lecture and Lab **2-2 sem. hrs.**
An introduction to the practice of dental hygiene with principles and practice of proper instrumentation. Experience is gained on manikins and fellow students. Information on medical emergencies is included.

DenHy 214 Clinical Practice II **2 sem. hrs.**
Actual practice of the most basic dental hygiene procedures.

DenHy 301 Nutrition and Dietetics **2 sem. hrs.**
The principles of nutrition in relationship to good health with special emphasis on dental implications. The food needs of normal individuals of different ages and the selection of food for the maintenance of maximum health are stressed. Experiences in diet analysis and diet counselling for various types of dental patients included.

DenHy 303 Periodontology **2 sem. hrs.**
A lecture-demonstration course on the preservation and cures of periodontal tissues.

DenHy 306 Community Dentistry **2 sem. hrs.**
Principles and methods of community health are presented with applications made to community dentistry. Aspects of preventive dentistry on a community basis are presented and applied to the practice of dental hygiene.

DenHy 308 Dental Hygiene Seminar (Practice Management) **2 sem. hrs.**
Included are practice management, ethics, economics, jurisprudence, and state dental laws as they affect the practice of the dental hygienist.

DenHy 311 General and Oral Pathology **4 sem. hrs.**
A study of the nature of disease. Particular emphasis is placed on diseases of the oral cavity and adjacent structures by total body involvement is also considered. The role of the dental hygienist in disease prevention is emphasized. Developmental disturbances, inflammatory conditions, retrograde conditions, and neoplasms are included.

DenHy 312 Pharmacology **2 sem. hrs.**
A study of the sources of drugs, classification, dosage, therapeutic application and methods of administration. Didactic information on pain control is included. Special attention is given to pharmacology as it affects the clinical practice of dental hygiene and dentistry.

DenHy 331-332 Clinical Practice III and IV **4-4 sem. hrs.**
The actual practice of all of the allowed dental hygiene techniques under direct supervision with individual instruction. Clinic practice is obtained at Loyola's Dental Hygiene Clinic, Veterans Administration Hospital, and the Public Health Hospital.

DRAMA AND SPEECH

DrSp 101-102 Fundamentals of Speech **3-3 sem. hrs.**
Study of the factors governing good speech content and delivery; an introduction to speech behavior in human interaction.

DrSp 103-104 Principles of Production **3-3 sem. hrs.**
Introduction to the principles of theatre production: scenery, lighting, properties, makeup, and other elements of the performance situation. Two hours of lecture per week and two intensive six week lab sessions when two productions are scheduled for Marquette Theatre. Lab hours are scheduled between 9 a.m. and 4:30 p.m. Mon-Fri. Final two weeks of rehearsal and performance additional lab hours are scheduled in the evenings to assist in production of the plays.

DrSp 120 Introduction to Arts in Therapy **3 sem. hrs.**
Through films and discussion, the use of the various arts as therapeutic tools is examined.

DrSp 195-196 Colloquium **1-1 sem. hr.**

DrSp 203 Actor's Voice **2 sem. hrs.**
Theory and practice of speaking for the stage.

DrSp 204 Argumentation and Debate **3 sem. hrs.**
Inductive and deductive reasoning as bases of argumentative speaking. Evaluation of evidence. Students will prepare and present classroom debates.

DrSp 205 Collegiate Debating **3 sem. hrs.**
Seminar for students preparing for tournament debating.

DrSp 209-210 Oral Interpretation of Literature **3-3 sem. hrs.**
A study of the techniques of oral presentation of poetry, drama; practice in delivery of selected types of literature; exercises for the development of tone, melody, timing, and emphasis.

DrSp 211-212 The Actor's Art **3-3 sem. hrs.**
Leading theories and basic techniques of acting. One of the final assignments will be the taping of a dramatic reading for testing achievement in diction and interpretation.

DrSp 214 Body Movement for the Theatre **3 sem. hrs.**
Foundation course for the basic forms of narrative and lyric movements; fundamentals of mime and pantomine.

DrSp 215 Mime and Pantomine **3 sem. hrs.**
Through physical exercises, elements of the human body in movement are isolated, studied and reconstructed according to technical and artistic principles, for theatrical presentation.

DrSp 220 **Drama Therapy I** **3 sem. hrs.**
Introduction to the use of drama techniques as a means of therapeutic growth. Field placement in treatment center.

DrSp 221 **Drama Therapy II** **3 sem. hrs.**
Expanded examination of various production techniques of theatre (proscenium and arena staging, readers theatre, dance-drama and mime, puppetry, etc.) in relationship to therapeutic growth. Field placement in treatment center using drama techniques.

DrSp 223-230 **Theatre Workshop** **3-3 sem. hrs.**
Discussion and exploration of contemporary theatrical expression, e.g., story theatre, theatre of ritual, rock opera, theatre games. Emphasis on process.

DrSp 295-296 **Colloquium** **1-1 sem. hr.**

DrSp 303-310 **Play Production** **3-3 sem. hrs.**
An intensive six week course in which the class meets five nights each week from 7:30 to 10:10. All class work involves the production of one full length play. Assignments will include work on makeup, costuming, lighting, acting, directing, set design and construction, and other facets of theatre production. Students may elect to work on the first or second major production of the fall or spring semester.

DrSp 311-312 **The Director's Art** **3-3 sem. hrs.**
Leading theories and techniques of stage directing.

DrSp 313-314 **Child Drama** **3-3 sem. hrs.**
The course is divided into 1) actual work with children and 2) establishing a rationale for work done. Techniques based on the theories of Viola Spolin will be used to explore the following general areas: theatre games and exercises, story telling, creative thinking, and creative movement.

DrSp 315-316 **Directing and Teaching Drama in High School** **3-3 sem. hrs.**
This course is designed for high school teachers and college students who will be high school teachers, and will include 1) how to direct a play and 2) the planning of a four to nine week drama course within an English curriculum. This course is especially recommended to the student who cannot fit into his or her schedule the normal drama/speech courses in directing, acting, technical theatre, and design.

DrSp 325 **Lighting for the Theatre** **3 sem. hrs.**
A theoretical and practical course in the principles and practices of stage lighting for the theatre, television, and allied media.

DrSp 328 **Beginning Set Design** **3 sem. hrs.**
A practical course in the methods and materials of stage design.

DrSp 329 **Advanced Set Design** **3 sem. hrs.**
Special problems in designing for the theatre. Students are expected to supply renderings and plans. Prerequisite: DrSp 328 or instructor's permission.

DrSp 330-331 **Advanced Technical Theatre** **3-3 sem. hrs.**
A detailed analysis of equipment and procedures in the execution of plans for the scenery, lighting, and costuming of theatre presentations. Prerequisite: DrSp 103-104 or instructor's permission.

DrSp 340-341 Principles of Playwriting **2-2 sem. hrs.**
Analysis of linear and nonlinear plays for an appreciation of principles operative in both. The student is expected to complete at least one one-act play or the first draft of a full length each semester.

DrSp 375 Theatre Experiments **3 sem. hrs.**
This course is designed primarily for those who have had no previous theatrical experience. Experiments are conducted in all the components of the theatrical experience. Great plays from ancient to modern times are examined, and live performances of local productions are attended.

DrSp 379-380 Theatre Management **2-2 sem. hrs.**
Theory and practice of budget, advertising, ticket and box office operations.

DrSp 395-396 Colloquium **1-1 sem. hr.**

DrSp 420-421 Techniques of Psychodrama **3-3 sem. hrs.**
Practice in the techniques of role playing, sociometry, and role theory as devised by Dr. J. L. Moreno for spontaneous drama arising from problems within the group.

DrSp 431 Summer Stock Play Production **2 sem. hrs.**
All work in class involves the production of a full length play during summer school. Assignments are available in every phase of production.

DrSp 461-462 History of the Theatre (Tulane 461-462) **3-3 sem. hrs.**
Survey of theatrical art in relation to social, political, and economic backgrounds.

DrSp 471-472 History of the Drama (Tulane 471-472) **3-3 sem. hrs.**
Development of dramatic forms from the Greeks to the present.

DrSp 475-476 Special Problems in Theatre **3-3 sem. hrs.**
Aesthetic problems related to the production of particular dramatic works. Involves independent studies, the attendance of rehearsals and performances of producing organizations in New Orleans, and special assignments.

DrSp 485-486 Independent Study **3-3 sem. hrs.**

DrSp 495-496 Colloquium **1-1 sem. hr.**

ECONOMICS

Econ 200 Economics and Society **3 sem. hrs.**
The course is designed to introduce the student to the tools available for understanding and making decisions about current economic problems such as unemployment, inflation, crime, education, pollution, etc. The course focus is on the proposition that basic economic concepts are essential in making better decisions about everyday problems, and these concepts are applied to analyzing several current problems. This course is open only for nonbusiness credit and only to students who have not had principles of economics.

Econ 201 **Principles of Macroeconomics** **3 sem. hrs.**
Introduction to economics; survey of the roles of business, government, and the consumer in the economy; income, output, and employment theory; monetary, fiscal, and debt management policies; economic growth. Prerequisite: Math 115-116.

Econ 202 **Principles of Microeconomics** **3 sem. hrs.**
Demand analysis, output pricing and resource allocation under varying degrees of competition, contemporary problems in economics, international trade. Prerequisite: Math 115-116.

Econ 300 **Current Issues in Economics** **3 sem. hrs.**
Application of economic principles to the solution of public and private economic problems of current significance. Prerequisite: Econ 200 or 201-202.

Econ 309 **International Economics** **3 sem. hrs.**
This course is divided into two parts. The first part studies various theses dealing with why nations trade and the nature of traded items. The second part studies international financial arrangements including fixed and flexible exchange rates and adjustments to disequilibrium. Prerequisite: Econ 201-202.

Econ 321 **Intermediate Microeconomic Analysis** **3 sem. hrs.**
Analysis of the theory of demand and the theory of the firm, perfect and imperfect competition, the pricing of resources, general equilibrium, welfare economics. Prerequisite: Econ 201-202.

Econ 322 **Intermediate Macroeconomic Analysis** **3 sem. hrs.**
Measurement of aggregate economic activity; theory of national income, employment, and the price level; role of fiscal and monetary policy in stabilization and growth. Prerequisite: Econ 201-202.

Econ 332 **Government and Business** **3 sem. hrs.**
Analysis of industry structure, conduct, and performance; survey of antitrust laws; interferences with distribution channels; special regulation of industry; economic, legal, and socio-philosophical foundation of government participation in the economic process. Prerequisite: Econ 201-202.

Econ 340 **Public Finance** **3 sem. hrs.**
Theory, character, and trend of public expenditures and taxation. Debt management. Effects of government revenue and expenditure decisions on resource allocation, income distribution, and economic stability. Intergovernmental fiscal relations. Prerequisite: Econ 201-202.

Econ 341 **State and Local Finance** **3 sem. hrs.**
The theory and welfare aspects of public taxation and expenditure at the state and local levels of government. Analysis of the shifting and incidence of income, commodity, and property taxes. Models of optimum taxation and public spending. Benefit-cost analysis. Intergovernmental relationships. Prerequisite: Econ 201-202.

Econ 350 **Special Topics in Economics** **3 sem. hrs.**
Courses will be provided under this number to augment the degree program of the economics (and other business) major. Specific topical material from which students may petition that courses be offered are as follows: business cycles and forecasting, comparative economic systems, econometrics, economic development, history of economic thought, macroeconomic policy, microeconomic pol-

icy, monetary theory, labor economics. Admission by permission of instructor.

Econ 360 **Urban Economics** **3 sem. hrs.**
Economic analysis of structure, functions, and problems of urban areas. Emphasis placed on the causes of and possible solutions to the problems of urban sprawl, housing, poverty, transportation, environmental quality, crime, etc. Prerequisite: Econ 201-202

Econ 361 **Economics of Government Regulations** **3 sem. hrs.**
The economic bases, policies, and consequences of government regulation of economic activities. Emphasis on the rationale for such controls in terms of the legal and economic development of the public utility concept. Analysis of the operations of industries supervised by government commissions. Theory of public utility pricing. Prerequisite: Econ 201-202

Econ. 398 **Individual Studies in Economics** **3 sem. hrs.**
Individual study, research, or projects in economics may be arranged with the faculty. Admission by permission of instructor.

EDUCATION AND PHYSICAL EDUCATION

GENERAL EDUCATION

Educ 100 **Introduction to Education** **3 sem. hrs.**
A survey of the field from the standpoint of professional orientation to education.

Educ 234 **Educational Psychology** **3 sem. hrs.**
A study of psychological principles as they apply to the field of education including the nature of man, nature of mental abilities, motivation, the learning process, individual differences, and principles of mental hygiene.

Educ 300 **Teacher Aide** **1 sem. hr.**
As a prerequisite to student teaching, the student must participate in 50 clock hours of classroom activities approved by the department.

Educ 370 **Principles of Guidance** **3 sem. hrs.**
A survey of the nature, purposes, principles, and practices of guidance in our educational system.

Educ 371 **Tests and Measurements** **3 sem. hrs.**
The principles and practices utilized in the construction and improvement of teacher-made tests and an appraisal of the various types of standardized tests available to school systems.

Educ 380 **Urban Education** **3 sem. hrs.**
This course presents the unique aspects of education in urban societal structure. Emphasis is placed on development of appropriate objectives and teaching techniques.

Educ 399 **Independent Research Project in Education** **1-3 sem. hrs.**
Individual research project, under close supervision of a faculty member, to enrich the teacher preparation of the student.

GEOGRAPHY

Geog 152 **General Geography I** **3 sem. hrs.**
A basic survey of the physical-political regions of the earth.

Geog 153 **General Geography II** **3 sem. hrs.**
Analysis of geographical factors and concepts. Prerequisite: Geog. 152.

ELEMENTARY EDUCATION

Educ 155 **Art for Elementary School Teachers** **3 sem. hrs.**
Practical experience in art at the elementary level.

Educ 230 **Child Psychology** **3 sem. hrs.**
A study of the growth and development of the child from birth to adolescence with emphasis on motor functioning, language, intelligence, social and emotional adjustment, and moral formation.

Educ 236 **Introduction to the Psychology of the Exceptional Child** **3 sem. hrs.**
A study of the recognition of various types of exceptional children; techniques of appropriate classroom management will be stressed.

Educ 258 **Music Essentials and Methods for Elementary Teachers** **3 sem. hrs.**
A course for the elementary teacher in the fundamentals of music, elementary piano accompaniments, rhythm band activities, and sociological and psychological uses of music.

Educ 344 **Characteristics of Learning Disabilities** **3 sem. hrs.**
Treats the various professional approaches used in understanding disabled learners through exploring the basic recognition, understanding, and remediation of learning disability problems.

Educ 345 **Language Development** **3 sem. hrs.**
A study of normal, delayed, and distorted language development. Diagnostic and remedial techniques for children with language disorders. Prerequisite: permission of instructor.

Educ 347 **Practicum in Elementary Education** **3 sem. hrs.**
Required for individuals already certified at the secondary level who desire elementary certification. Includes 108 clock hours elementary school activities; minimum of 45 in observation and 45 in participation. Student must present verification of three years' teaching experience.

Educ 348 **Kindergarten Student Teaching/Practicum** **3 sem. hrs.**
Professional lab experience in kindergarten under the supervision of a certified teacher. A total of 108 clock hours is earned in this practicum. Prerequisite: permission of Director of Elementary Student Teaching.

Educ 350 **Student Teaching** **8 sem. hrs.**
Student teaching is that part of the professional laboratory experience designed to help the student to understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be able to spend all day for the five days each week at the off-campus laboratory school the entire semester designated for student teaching. No other courses may be taken during

this semester. During this time the student is engaged in directed observation, participation, frequent conferences with the supervising teacher, and actual teaching conferences, individual and group, are held with the college supervisor. A student who is enrolled in Educ 350 must be engaged in this work during the entire 18 weeks of the semester. Anyone who is judged by the department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for student teaching: A point-hour ratio of 2.25 quality points in the teaching field, the successful completion of the junior year of the program that the student is following, and formal application to student teaching during the prior semester. Prerequisites: Educ 300 and permission of Director of Elementary Student Teaching.

Educ 352 **The Teaching of Reading in the Elementary School** **3 sem. hrs.**
The methods and materials used in reading instruction in most types of elementary schools will be studied. Field experiences are included.

Educ 354 **The Teaching of Science in the Elementary School** **3 sem. hrs.**
The offerings of elementary science toward the unification of the curriculum stressed through the use of visual aids, lab demonstrations, and field experiences.

Educ 355 **The Teaching of Arithmetic in the Elementary School** **3 sem. hrs.**
A review of arithmetic, the development of number concepts through insights and understanding growing out of the child's experience. The use and the interpretation of diagnostic materials and analysis of the abilities used in problem solving are reinforced through field experiences.

Educ 356 **Professional Seminar in Elementary Education** **2 sem. hrs.**
Seminar discussion meetings and field experiences, emphasizing the practical aspects of teaching at the elementary level, are planned to assist the student while he is engaged in student teaching. This course is a prerequisite to student teaching.

Educ 357 **Children's Literature** **3 sem. hrs.**
A study of children's literature, its uses in the elementary school, and the theory of story telling, K-6.

Educ 358 **Language Arts and Social Studies in the Elementary School** **3 sem. hrs.**
Designed to familiarize the student with the major areas in teaching the language arts. The field of social studies will be developed, emphasizing correlation, and the unit method.

Educ 359 **Problems in Reading** **3 sem. hrs.**
A course designed to explore in depth the causes and remediation of reading disabilities in the elementary classroom in a practicum format.

Educ 361 **Practicum in Elementary Reading** **3 sem. hrs.**
A course in which undergraduates assist graduate students; work in critical settings at the elementary school level, aiding children who have reading problems. Prerequisite: permission of instructor.

SECONDARY EDUCATION

Educ 235 **Adolescent Psychology** **3 sem. hrs.**
A study of physical, emotional, intellectual, social, and moral development of the adolescent with application to his mental health and education.

Educ 346 **Practicum in Secondary Education** **3 sem. hrs.**
Required for individuals already certified at the elementary level who desire secondary certification. Includes 108 clock hours of secondary school activities: minimum of 45 in observation and 45 in participation. Student must present verification of three years' teaching experience.

Educ 349 **Secondary Student Teaching** **6 sem. hrs.**
Student teaching is that part of the professional laboratory experience designed to help the student understand the work of the teacher and prepare the student for the responsibility of classroom teaching. The student teacher's schedule will be planned so that the student teacher will be expected to spend four hours for the five days each week at the off campus laboratory school the entire semester designated for student teaching. During this time the student is engaged in directed observation, participation, frequent conferences with the supervising teacher, and actual teaching. Conferences, individual and group, are held with the college supervisor. A student enrolled in this course must be engaged in this work during the entire 18 weeks of the semester. At the secondary level, student teaching must be in a subject in which the student will be certified. During this, semester a student is permitted to schedule a maximum of two courses. Anyone who is judged by the department to have a major deficiency which would impair his efficiency as a teacher will be excluded from student teaching. Prerequisites for secondary student teaching: Educ 351 and Educ 300 or its equivalent as determined by the department, a point-hour ratio of 2.25 in professional courses and teaching field, the successful completion of the junior year, formal application for student teaching during the prior semester and permission of the Director of Secondary Student Teaching.

Educ 351 **Secondary School Methods** **3 sem. hrs.**
This course investigates various methods of teaching secondary school students. Prerequisite to student teaching.

Educ 360 **Teaching Reading in the Secondary Schools** **3 sem. hrs.**
This course is designed for any teacher connected with the language arts in the secondary schools, including grades 7 through 12. Remedial, corrective, and developmental procedures will be discussed. "How to read" in all subject matter areas will be explored. The various materials used in secondary school reading programs will be inspected, including machines and "programmed" materials.

PHYSICAL EDUCATION

PhyEd 100 **Archery** **2 sem. hrs.**

PhyEd 101 **Riflery** **2 sem. hrs.**

PhyEd 102 **Fencing** **2 sem. hrs.**

PhyEd 103 **Weight Training** **2 sem. hrs.**

PhyEd 104	**Body Mechanics and Conditioning**	2 sem. hrs.
PhyEd 105	**Gymnastics**	2 sem. hrs.
PhyEd 106	**Badminton**	2 sem. hrs.
PhyEd 107	**Tennis**	2 sem. hrs.
PhyEd 108	**Bowling**	2 sem. hrs.
PhyEd 109	**Golf**	2 sem. hrs.
PhyEd 110	**Teamsports**	2 sem. hrs.
PhyEd 112	**Beginning Ballet**	1 sem. hr.
PhyEd 113	**Intermediate Ballet**	1 sem. hr.
PhyEd 114	**Folk and Square Dance**	2 sem. hrs.
PhyEd 115	**Modern Dance**	2 sem. hrs.
PhyEd 116	**Beginning Swimming**	2 sem. hrs.
PhyEd 117	**Intermediate Swimming**	2 sem. hrs.

PhyEd 120 **Introduction to Physical Education, Health, and Recreation** 2 sem. hrs.
A survey course of the nature of physical education, health, and recreation, and a review of the constant professional change and development.

PhyEd 125 **First Aid and Safety** 2 sem. hrs.
The knowledge of first aid and basic procedures for application.

PhyEd 160 **Program Techniques (Team Sports-Rhythms)** 2 sem. hrs.
Course designed for skill proficiency for physical education majors.

PhyEd 212 **Ballet Choreography Laboratory** 3 sem. hrs.
Creation of dance forms. Recital at end of semester.

PhyEd 213 **Ballet Repertory** 3 sem. hrs.
The study of dances from ballet and operas. Recital at end of semester.

PhyEd 216	**Life Saving**	2 sem. hrs.
PhyEd 217	**Water Safety Instructors**	2 sem. hrs.

PhyEd 220 **History and Principles of Physical Education** 3 sem. hrs.
History and basic scientific and philosophical principles of physical education.

PhyEd 240 **Personal and Community Health** 3 sem. hrs.
Service and instructing in health, practical applications of personal and community health.

PhyEd 241 **Organization and Administration of Health Programs in Schools** 3 sem. hrs.
Designing, supervising, and evaluating the school health program.

PhyEd 260 **Program and Lab Techniques (Individual-Aquatics)** **3 sem. hrs.**
A skill proficiency course designed for the physical education major with a variety of activities to be studied in concentration.

PhyEd 280 **Outdoor Recreation** **3 sem. hrs.**
Practical experience in camping, camp counseling, and outdoor education and recreation.

PhyEd 305 **Corrective, Developmental, and Adaptive Physical Education and Recreation** **3 sem. hrs.**
Designed for the physical education major in developing programs for special education and recreation. Practical application as a laboratory experience is included.

PhyEd 320 **Organization Administration of Physical Education** **3 sem. hrs.**
Determining purposes, selecting and caring for equipment, organizing, and administrating and teaching various programs in the school and community.

PhyEd 321 **Curriculum Design** **3 sem. hrs.**
Survey of various types of curricular design for total physical education program.

PhyEd 330 **Basketball — Methods of Coaching and Officiating** **3 sem. hrs.**

PhyEd 331 **Baseball — Methods of Coaching and Officiating** **3 sem. hrs.**

PhyEd 340 **Safety Education** **3 sem. hrs.**
Aims and objectives of safety programs, trends in safety, materials, and techniques in teaching safety.

PhyEd 341 **Methods and Materials in Health Education in Secondary Schools** **3 sem. hrs.**
Study of trends and methods in health teaching.

PhyEd 342 **Techniques in Health Education in Elementary Schools** **3 sem. hrs.**
Methods, materials and trends in the elementary school health instruction program.

PhyEd 360 **Program and Laboratory Techniques (Teamsports)** **3 sem. hrs.**
Provides an experience in teaching techniques with emphasis on material, presentation, skill testing and evaluations.

PhyEd 362A **Techniques in Physical Education in the Elementary School** **2 sem. hrs.**
The study of the techniques, curriculum, and trends of the physical education program in the elementary school.

PhyEd 362B **Ped. for Elementary Physical Education Teachers** **3 sem. hrs.**
A study of techniques and content of basic physical skills needed in program planning, by means of movement, games, apparatus, rhythm, etc. for the elementary school child.

PhyEd 380 **School and Community Recreation** **3 sem. hrs.**
A study of various patterns of organization and administration structures dealing with aspects of recreation and its relationship to the school and community. This includes program, leadership, agency, etc.

PhyEd 430 **Football — Methods of Coaching and Officiating** **3 sem. hrs.**

PhyEd 431 **Track — Methods of Coaching and Officiating** **3 sem. hrs.**

PhyEd 460 **Laboratory Techniques (Individual and Aquatics)** **3 sem. hrs.**
Provides an experience in teaching techniques with emphasis on material, presentation, skill testing, and evaluation.

PhyEd 471 **Testing and Exercise** **3 sem. hrs.**
Understanding and measuring the effects of exercise on physical fitness.

PhyEd 480 **Organization and Administration of Intramurals** **3 sem. hrs.**
A study of program design and administration of intramurals. Emphasis will be on organization, content, policies, equipment, and facilities.

ENGLISH

Engl 100 **Basic Skills in Writing** **Tentative: 3 sem. hrs.**
Close supervision in writing skills grammar, punctuation, spelling, construction of sentences and paragraphs. This course is designed as a prerequisite to Engl 103. Students who need to take it will be selected by means of a writing sample during admissions orientation or may choose to register for the course.

Engl 101-102 **English Composition** **3-3 sem. hrs.**
Rapid grammar review and introduction to accurate and comprehensive reading; introduction to research. Course designed to develop further the students ability to compose thoughts and express them in wirtten form. For City College credit. Transfer credit subject to approval of the dean.

Engl 103 **Composition Skills** **3 sem. hrs.**
For course description see listing in common curriculum section.

Engl 104 **Advanced Composition** **3 sem. hrs.**
Intensive training in expository composition. Student may proctor Engl 103 students. Applies toward state certification in English education.

Engl 201 **Major Literary Types I** **3 sem. hrs.**
A study of the novel and short story will be combined with intensive writing. For City College credit. Transfer credit subject to approval of the dean.

Engl 202 **Major Literary Types II** **3 sem. hrs.**
A study of poetry and drama will be combined with intensive writing. For City College credit. Transfer credit subject to approval of the dean.

Engl 203 **Intermediate Composition** **3 sem. hrs.**
Intensive training in English composition. Like, but more accelerated than, Engl. 103. Prerequisite: Engl 103.

Engl 212-214 **Introduction to Literary Forms** **3 sem. hrs.**

Engl 212 **Introduction to Fiction** **3 sem. hrs.**

Engl 213 **Introduction to Drama** **3 sem. hrs.**

Engl 214 **Introduction to Poetry** **3 sem. hrs.**

Engl 215 **Introduction to Shakespeare** **3 sem. hrs.**
A formal reading of some 15 of the plays including comedies, tragedies, and histories.

Engl 250 **Literary Bibliography (The Critical Act)** **3 sem. hr.**
An introduction to the use of the library and the standard methods and materials of literary research. Theory and practice will be the emphasis.

Engl 275 **Creative Writing** **3 sem. hrs.**
Students may take these courses in any order.

Engl 301 **Survey of Literature from Middle Ages to Death of Elizabeth in 1603** **4 sem. hrs.**
Poetry and drama will be emphasized, with some attention paid to prose. The main figures will be the Beowulf poet, Chaucer, Spenser, and Shakespeare.

Engl 302 **Poetry, Drama, and Prose from 1603 to 1798** **4 sem. hrs.**
A survey of English literature from 1603 to 1798. Figures may include Donne, Milton, Dryden, Pope, Swift, and Johnson.

Engl 303 **Survey of English Literature from Romantic Movement to Modernist and Beyond** **4 sem. hrs.**
Figures may include Blake, Wordsworth, Coleridge, Shelley, Keats, Tennyson, Browning, Lawrence, Joyce, Yeats, Conrad, and Eliot.
Both major and minor figures will be studied as well as the aesthetic, philosophical, and historical assumptions which underlie and inform their works.

Engl 310 **American Literature from the Beginnings to the Civil War** **4 sem. hrs.**
A survey of American literature from the colonial period to the romantic.

Engl 311 **American Literature from the Civil War to the Present** **4 sem. hrs.**
A survey of American literature from the post Civil War period to the present.

Engl 408 **Chaucer** **3 sem. hrs.**
A close reading of the major works, with attention to the minor poetry and other English poets of the 14th and 15th centuries.

Engl 410 **Modern Grammar** **3 sem. hrs.**
Studies in traditional, structural, and transformational grammars especially as they apply to high school teaching. Applies toward state certification in English.

Engl 418 **Renaissance Poetry** **3 sem. hrs.**
A consideration of the poetry of the major figures of the period: Wyatt, Surrey, Sidney, Shakespeare, Jonson, Donne, Herbert, and Marvell, but omitting the longer works of Spencer.

Engl 419 **Spenser and Milton** **3 sem. hrs.**
The development of both writers in relation to their age, with intensive readings of the major works. Both *Paradise Lost* and *The Faerie Queene* will be read in their entirety.

Engl 427 **The Age of Satire** **3 sem. hrs.**
A survey of the major poets and prose writers of the Restoration and the 18th century to 1740 with emphasis on Dryden, Swift, and Pope.

Engl 437 **Romanticism** **3 sem. hrs.**
A consideration of the romantic movement in English poetry, concentrating on Blake, Wordsworth, Coleridge, Keats, Shelley, and Byron.

Engl 438 **Victorian England** **3 sem. hrs.**
A cultural and historical study of the age, with particular attention to Tennyson and Arnold.

Engl 447 **Modern Poetry** **3 sem. hrs.**
A survey of the major figures in England and America from Whitman to the beginning of World War II. Figures may include Yeats, Pound, Eliot, Frost, Stevens, Williams, and Auden.

Engl 452 **18th Century British Fiction** **3 sem. hrs.**
A study of the development of the novel in England through the French revolution, with intensive reading in Defoe, Richardson, Fielding, Smollett, and Sterne.

Engl 453 **19th Century British Fiction** **3 sem. hrs.**
A continuation of Engl 452, this course examines the development of the novel in the 19th century with the study of works of Austen, the Brontes, Thackeray, Dickens, George Eliot, Hardy, and the minor novelists.

Engl 454 **20th Century British Fiction** **3 sem. hrs.**
A continuation of Engl 452-453, this course examines the fiction of writers such as Conrad, Ford, Forster, Joyce, Lawrence, and Woolf. There will be some attention given to contemporary fiction.

Engl 457 **Southern Literature** **3 sem. hrs.**
A consideration of literary figures of the south with primary emphasis on 20th century writers. The course is flexible; one semester it may concentrate on prose; another, poetry, drama, and prose.

Engl 458 **19th Century American Fiction** **3 sem. hrs.**
The American novel from the romantics to the naturalists; may include Poe, Melville, Hawthorne, Twain, James, Crane, Dreiser.

Engl 459 **20th Century American Fiction** **3 sem. hrs.**
The American novel from the 1920's to the present; may include Stein, Hemingway, Fitzgerald, and Faulkner.

Engl 462 **Restoration Drama** **3 sem. hrs.**
Consideration of the chief dramatists in England from the restoration of the monarchy to the death of Queen Anne.

Engl 467 **Shakespeare: Comedies** **3 sem. hrs.**
This course is designed to permit extensive reading in all of Shakespeare's comedies and late romances with attention given to the idea of comedy in the Renaissance.

Engl 468 **Shakespeare: Tragedies** **3 sem. hrs.**
Intensive study of all of the tragedies with considerable attention given to the five "great" plays: Hamlet, Lear, Macbeth, Othello, and Antony and Cleopatra.

Engl 469 **Shakespeare: Histories** **3 sem. hrs.**
Intensive study of the history plays, with attention given to the concept of the history play in the Renaissance.

The following courses will be offered as tutorials. They are primarily for English majors, although others may enroll with the consent of the instructor. Times to be arranged; descriptions and reading lists posted during preregistration.

Engl 505	**The Classical Epic**	**3 sem. hrs.**
Engl 507	**Medieval Literature**	**3 sem. hrs.**
Engl 516	**The Renaissance Epic**	**3 sem. hrs.**
Engl 517	**Renaissance Prose**	**3 sem. hrs.**
Engl 528	**The Age of Johnson**	**3 sem. hrs.**
Engl 555	**19th Century Continental Fiction**	**3 sem. hrs.**
Engl 556	**20th Century Continental Fiction**	**3 sem. hrs.**
Engl 560	**PreShakespearian Drama**	**3 sem. hrs.**
Engl 561	**Jacobean and Caroline Drama**	**3 sem. hrs.**
Engl 564	**Modern Drama**	**3 sem. hrs.**
Engl 570	**Shakespearian Scholarship**	**3 sem. hrs.**

FINANCE

Fin 201 **Personal Finance** **3 sem. hrs.**
A valuable survey course which explores those topical areas of finance which have direct impact on the individual's lifestyle. Emphasis is on budgeting, planning, cash management, credit, basic insurance, consumer information, estate planning, and tax planning. The interactions of the individual with various financial institutions are also discussed.

Fin 307 **Corporate Finance** **3 sem. hrs.**
Methods and techniques employed to manage the financial resources of a medium to large-size business; emphasis is on working capital management, capital budgeting, and other common tools of financial management. Prerequisites: Mgt 305, (may be taken concurrently) Acct 203 or Acct 205, Econ 201-202

Fin 308 **Advanced Corporate Finance** **3 sem. hrs.**
The theory and techniques of Fin 307 are expanded to the application of specific techniques to solve common corporate financial problems. Casework and problems. Prerequisite: Fin 307.

Fin 310 **Financial Institutions** **3 sem. hrs.**
Examines the purpose and functions of financial institutions (particularly commercial banks). Emphasis is on the interrelationships between financial institutions. Cases are used to foster an understanding of the problems and opportunities of different financial institutions. Prerequisites: Econ 201-202.

Fin 311 **Management of Financial Institutions** **3 sem. hrs.**
Analyzes the asset and liability management problems of financial institutions. Emphasis is on the particular problems of managing a commercial bank. Cases are used to illustrate the alternative solutions to problems common to financial institution management. Prerequisite: Fin 310.

Fin 316 **Investments** **3 sem. hrs.**
Analyzes different investment alternatives in a risk-return framework. Techniques for selection, timing, and diversification of investment choices are emphasized. Estate planning is also examined to help formulate a long run investment strategy. Prerequisite: Fin 307.

Fin 325 **International Financial Management** **3 sem. hrs.**
Study of the management of the financial resources of the multinational firm; includes discussion of the basic differences of an international operation from domestic financial management. Topics include reporting, investment decisions, risk planning and insurance, special tax handling, and the institutional services available to international operations. Prerequisite: Fin 307.

Fin 340 **Principles of Insurance** **3 sem. hrs.**
A course designed to acquaint the student with the basic principles of general insurance and a survey of the various types of insurance such as casualty, fire, life, health, accident, marine, etc.

Fin 341 **Fundamentals of Real Estate** **3 sem. hrs.**
A study of the basic fundamentals of real estate as a practical tool and as an introduction to actual job experience. Covers such topics as appraisals, management, land utilization, listings, real estate, finance, and home building.

Fin 350 **Special Topics in Finance** **3 sem. hrs.**
As need or interest arises, courses will be provided under this number to augment the finance major's degree program. Specific topical material from which students may petition that courses be offered are as follows: speculative markets; portfolio analysis by and for management; real estate planning, investment, and management; estate planning; quantitative methods in finance; risk management; small business financial management. Admission by permission of instructor.

Fin 398 **Individual Studies in Finance** **3 sem. hrs.**
Individual study, research, or projects may be undertaken in the field of finance. Admission by permission of instructor.

FRENCH

(see Modern Foreign Languages)

GERMAN

(see Modern Foreign Languages)

GREEK AND LATIN STUDIES

GREEK

Gk 101 **An introductory course in Homeric Greek** **3 sem. hrs.**
Study of morphology and syntax proceeds concurrently with readings from the *Odyssey*.

Gk 102 **A continuation of Gk 101, with readings from the *Iliad*.** **3 sem. hrs.**

Gk 301 **Plato** **3 sem. hrs.**
The *Apology* and excerpts from the *Crito*. The *Euthyphro* is read in English. Prerequisite: Gk 102 or equivalent.

Gk 302 **Sophocles** **3 sem. hrs.**
Of the Theban plays, the *Antigone* and *Oedipus at Colonus* are read in Greek. The *Tyrannus* and two other plays are read in English.

Gk 304 **Aeschylus** **3 sem. hrs.**
The *Agamemnon* is read in Greek; the *Libation-Bearers* and the *Eumenides,* in English.

Gk 306 **Aristophanes** **3 sem. hrs.**
The *Clouds* and the *Frogs* are read in Greek; two other plays are read in English.

Gk 307 **Plato** **3 sem. hrs.**
Of the *Republic,* Books I and X are read in Greek; the remaining books, in English. A literary, philosophical, and religious examination of the whole work.

Gk 309 **Euripides** **3 sem. hrs.**
The Bacchae, Hippolytus, and *Medea* are read in Greek; two other plays are read in English.

Gk 310 **Herodotus** **3 sem. hrs.**
Selections from the *Histories* are read in Greek; the whole work is read in English, discussed and evaluated.

Gk 311 **Greek Lyric Poetry** **3 sem. hrs.**
Selections from the extant works of Callinus, Tyrtaeus, Mimnermus, and others until Plato are read in Greek.

Gk 313 **Readings in Sacred Scripture** **3 sem. hrs.**
Focus is on the style and language of Luke as seen in his *Gospel* and in *Acts*. A study in Koine Greek. Prerequisite: Gk 102 or equivalent.

Gk 314 **Readings in Sacred Scripture — Septuagint** **3 sem. hrs.**

Gk 315 **Readings in Church Fathers** **3 sem. hrs.**

Gk 316 **Research Problems for Majors** **3 sem. hrs.**
Independent study projects for qualified majors who develop interest in a special area.

LATIN

Lt 101-102 **An Introductory Course in Classical Latin** **3-3 sem. hrs.**
Study of morphology and syntax together with simplified readings in Latin.

Lt 201 **The Minor Poets** **3 sem. hrs.**
Following intensive review of morphology and syntax, readings are begun in Phaedrus' *Fables* and the poems of Catullus.

Lt 202 **The Minor Poets** **3 sem. hrs.**
A continuation of Lt 201, this course focuses on readings from Ovid's *Metamorphoses* and the poems of Tibullus.

Lt 302 **Livy** **3 sem. hrs.**
Readings from Books Twenty-One and Twenty-Two of the *History.* Discussion of historical method.

Lt 303 **Tacitus** **3 sem. hrs.**
The *Agricola* and the *Germania,* read in Latin, illustrate on the one hand the consequences of the loss of political or civil rights and, on the other, supply an instance of Roman studies in anthropology.

Lt 304 **Juvenal** **3 sem. hrs.**
Readings in Latin selected Satires with evaluation of their presentation of contemporary Roman mores.

Lt 305 **Plautus** **3 sem. hrs.**
Reading in Latin of the *Captivi* and the *Trinummus,* supplemented by English reading of two other comedies.

Lt 309 **St. Augustine** **3 sem. hrs.**
Selected Latin passages from the *Civitas Dei* which demonstrate the author's linear theory of history.

Lt 310 **St. Augustine** **3 sem. hrs.**
Selected Latin readings from the *Confessions.*

Lt 312 **Virgil** **3 sem. hrs.**
Reading the *Aeneid,* especially Books VII to XII. Discussion of its literary, philosophical, and religious implications.

Lt 313 **Horace** **3 sem. hrs.**
Reading of selected *Odes* and *Epodes* with analysis particularly of structural form.

Lt 314 **Virgil** **3 sem. hrs.**
Reading of the ten *Eclogues* and selected passages from the *Georgics* in Latin.

Lt 316 **Research Problems for Majors** **3 sem. hrs.**
Independent study projects for qualified majors who develop interest in a special area.

Lt 317 **Cicero** **3 sem. hrs.**
Book I of the *Tusculan Disputations* is read in Latin; the remaining four books are read in English.

Lt 321 **Lucretius** **3 sem. hrs.**
Books I, II and III of the *De Rerum Natura* are read in Latin; the remaining six books in English. Discussion of Epicurean atomism.

Lt 323 **Medieval Prose and Poetry** **3 sem. hrs.**
Readings from the anthologies of Harrington and of Beeson — and from Germing's medieval hymnology.

COURSES IN ENGLISH TRANSLATION (CET)

*The reading assignments in these courses are very demanding. Active participation in class discussions based upon readings and weekly written reports are expected of serious students who choose to enroll in them.

CET 340 **Seminar in Greek Historians** **3 sem. hrs.**
Primarily designed for majors, this course will involve reading in English the works of Herodotus, Thucydides, Xenophon, and Polybius, together with written reports and discussion.

CET 341 **Seminar in Roman Historians** **3 sem. hrs.**
Primarily designed for majors, this course will involve reading in English the works of Sallust, Caesar, Livy, Tacitus, and Suetonius, together with written reports and discussion.

CET 350 **The Greek and Roman Epic** **3 sem. hrs.**
Reading the *Iliad,* the *Odyssey,* and the*Aeneid,* with emphasis on structural analysis and developing religio-philosophical implications.

CET 352 **Greek Tragedy** **3 sem. hrs.**
Reading the *Agamemnon, Libation-Bearers,* and *Eumenides* of Aeschylus; the *Oedipus King, Oedipus at Colonus,* and the *Antigone* of Sophocles; the *Hippolytus,* the *Bacchae,* and the *Medea* of Euripides.

CET 353 **Greek and Roman Comedy** **3 sem. hrs.**
This course involves reading and discussion of four plays of Aristophanes and four of Plautus, Greek and Roman representatives respectively of the old and new comedy. Prerequisite: CET 352.

CET 356 **Lyric and Pastoral Poetry** **3 sem. hrs.**
Besides the *Idylls* of Theocritus and the *Eclogues* of Virgil, selected poems from both the Greek and Roman lyric poets are discussed.

CET 370 **The Religions of Ancient Greece** **3 sem. hrs.**
A study of the Homeric, chthonic, and mystery religions of ancient Greece together with an examination of Platonic and Stoic (philosophical) religion. As much as possible, readings are assigned from extant contemporary literature.

CET 373 **Fifth Century Athens** **3 sem. hrs.**
A study of the political, educational, and religious turmoils which stirred the ancient seat of democracy.

HISTORY

Hist 103 **World Civilization (2000 B.C. - 1500 A.D.)** **3 sem. hrs.**
For course description see listing in common curriculum section.

Hist 104 **World Civilization (1500 A.D. - Present)** **3 sem. hrs.**
Continuation of the study of man on this planet as new methods were applied to his human aspirations. The results of this new technology and cross-fertilization of cultures and the concomitant problems that ensued are treated.

Hist 201 **Survey of United States History I (1492-1865)** **3 sem. hrs.**
Discoveries and settlements; French and Indian wars; economic development; independence; the Articles and the Constitution; era of Jefferson; westward movements, the American system; the reign of Jackson; the Civil War. The emphasis in this course is generally political and economic.

Hist 202 **Survey of United States History II (1865 to Present)** **3 sem. hrs.**
Reconstruction; economic and social developments; imperialism; agriculture vs. industry; growth of monopolies and trusts; World War I; the New Deal, American interest in world affairs; World War II; toward internationalism; the New Frontier. The emphasis in this course is generally political and economic.

Hist 211 **The Catholic Church in the United States (1526-1950)** **3 sem. hrs.**
The Church in colonial America — Spanish, French and English; Catholics and the American Revolution; organization; expansion; trusteemania; bigotry; Provincial Councils of Baltimore; the Church and the Civil War Issues; the Chruch on the frontier; Plenary Councils of Baltimore; the school question; nationalism; Ku Klux Klan; and the A.P.A.; the heresy of Americanism; the Church and American labor; the Church and the American negro and indian.

Hist 301 **Ancient History I** **3 sem. hrs.**
The ancient near east: the civilizations of Mesopotamia and Egypt; the Hittites; the Hebrews, Greece; the heroic age; the rise of the Polis; the colonies; the Persian crisis; Athens and Sparta; the cultural apogee; Macedonia, Alexander, and the hellenistic age.

Hist 302 **Ancient History II** **3 sem. hrs.**
The foundation of Rome; the early legendary period; expansion in central Italy; the Etruscans; the Gauls. Conflict in Carthage; the Punic Wars; expansion throughout the Mediterranean. Social crisis: the civil wars; triumph and death of Caesar; the principate; the Empire of Marcus Aurelius; the collapse of the 3rd century.

Hist 304 **Early Christianity** **3 sem. hrs.**
Apostolic age, geographical expansion, persecutions, organizational developments, early heresies, the Counsils of Nicaea, Ephesus and Chalcedon, popular piety. Church-state relations, the rise of monasticism.

Hist 311 **Early Middle Ages (400 to 1200 A.D.)** **3 sem. hrs.**
Collapse of the Roman Empire; barbarian kingdoms; Byzantium and Islam; the Church; survival of culture; the Carolingian Renaissance and collapse; the feudal monarchies; the Empire and the Papacy; Gregory VII; the Crusades; the 12th century Renaissance.

Hist 312 **High Middle Ages and Renaissance (1200-1500 A.D.)** **3 sem. hrs.**
Innocent III; Frederick II; rise of nation states; Boniface VIII; Dante; Petrarch and humanism; Avignon papacy, the schism, the councils; Renaissance Italy; 15th century European nation-states; the Renaissance papacy.

Hist 320 **The Reformation: The Protestant and Catholic Phases** **3 sem. hrs.**
The origins of the reformation; Luther; Calvin; the English scene; the Scandinavian scene; the wars of religion; the effects of the Reformation; the prereformation attempts at reform; reactions to the Protestant reformers; the Council of Trent; the reformed papacy; revival among the regulars; education and scholarship; missions.

Hist 321 **Modern Europe I (1648-1815)** **3 sem. hrs.**
Europe after Westphalia, Louis XIV, absolutism, enlightenment, "benevolent despots", rise of Prussia and Russia, "old regime", the French Revolution, Napoleon, Congress of Vienna.

Hist 322 **Modern Europe II (1815-1914)** **3 sem. hrs.**
Europe after the Congress of Vienna: restoration and reaction; nationalism, liberalism, and socialism; the Revolution of 1848; Louis Napoleon; German and Italian unification; imperialism; origins of World War I.

Hist 323 **Modern Europe III (1914-1945)** **3 sem. hrs.**
World War I; Versailles; communism in Russia; fascism in Italy; Weimar Republic; Nazism and Hitler; Europe between the wars; international chaos; China, Ethiopia, Spain; appeasement; World War II; beginning of the cold war.

Hist 324 **Modern Eurpoe IV (1945-Present)** **3 sem. hrs.**
Cold war; recovery; economic and social trends; cultural scene; political developments.

Hist 341 **Contemporary World History** **3 sem. hrs.**
The western nations in the aftermath of World War II; the communist states in the aftermath of the War, the march towards independence in Asia and Africa — India, China, Japan, Southeast Asia, the Near and Middle East, global resources. Defense and social justice.

Hist 351 **Latin American History (1492-1820)** **3 sem. hrs.**
The Latin American civilization of South America, Central America, Mexico, and the Caribbean area; discovery, conquest, exploration and colonization; influence of European civilization and the Church; development of Latin American economy and culture; struggle for independence of Mexico, South America, and Brazil.

Hist 352 **Latin American History (1820-Present)** **3 sem. hrs.**
Foundation and development of Mexico, Venezuela, Columbia, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay, Brazil, and the smaller nations of Middle America; Latin America and the United States; Inter-American relations.

Hist 353 **History of Mexico** **3 sem. hrs.**
Mexico's dramatic journey from Aztec times to the present is surveyed. Special emphasis is given to dominant social, economic, and cultural trends and these are related to important political events, such as the great Mexican Revolution of 1910, their formation and

transformation. Mexico's recent economic development, and its lesson for the Third World.

Hist 360 **American Colonial History (1565-1783)** **3 sem. hrs.**
An examination of the British motivation for settlement and the colonial system established, with emphasis upon the economic, political, and cultural backgrounds preceding the American Revolution. The significance of the revolution as a fulfillment of the colonial experience will receive attention.

Hist 361 **Louisiana History** **3 sem. hrs.**
Exploration of the Mississippi valley. French colonial regime. Spanish Louisiana and West Florida. Acadians, Louisiana Purchase, statehood; constitution and tendencies. Negro: slave and free. Immigration: Irish, German and (Later) Italian. Civil War, reconstruction, redemption. Progressive movement. Disenfranchisement and segregation. Huey Long. Louisiana scandals. Contemporary decades.

Hist 362 **History of the Old South** **3 sem. hrs.**
Origins and evolution of the old south as a distinctive region and section from its colonization through the collapse of the Confederacy. A balanced presentation of the social, economic, and political structure of southern society during the ante-bellum period will be offered.

Hist 363 **The City in United States History** **3 sem. hrs.**
A tracing of the role and problems of urbanization in the American past. Special focus will be given to the city in the century since the Civil War. The dilemmas of modern urban living including congestion, crime, economic change, and governmental inadequacy will be placed in historical perspective.

Hist 365 **The Age of Jackson, 1815-1845** **3 sem. hrs.**
A study of the emerging conflict of nationalism and sectionalism in American life, with emphasis on economic and political forces affecting the expansion of the American democratic process. The conflicting theories of Jacksonian democracy, manifest destiny, and the Mexican War will be surveyed.

Hist 370 **United States Military History** **3 sem. hrs.**
United States military policy from the American Revolution to the cold war; the causes, events, and effects of major American conflicts; the role of the military in American society and thought during the past two centuries.

Hist 371 **United States Economic History** **3 sem. hrs.**
The development of the American economy from the colonial era to the nuclear age. Special attention will be paid to organizational and technological changes, to the role of key individuals in shaping the nation's material growth, and to the impact of public opinion and thought upon the formation of economic policy.

Hist 376 **Civil War and Reconstruction, 1845-1877** **3 sem. hrs.**
A detailed examination of the forces leading to sectional conflict in 1861 and to the eventual reestablishment of the union, with special emphasis upon the place of the Civil War in American historiography and upon the heritage of the reconstruction period.

Hist 377 **Gilded Age America, 1877-1914** **3 sem. hrs.**
A systematic probe of the American responses to industrialism and the emergence of the United States as a major power in international affairs. Particular attention will be accorded the gradual decline of laissez-faire thought; the intellectual and political foundations of the era's various reform movements, with special focus on Populism and Progressivism; the status of minority groups in a rapidly-changing society; and the rationales undergirding America's expansionism and sense of mission.

Hist 378 **The United States: War, Prosperity, Depression (1914-1941)** **3 sem. hrs.**
A studied analysis of the responses of the United States to the exigencies of the 20th century. The course commences with an examination of Wilsonian diplomacy and then attempts extensive reevaluation of both the foreign and domestic events of the twenties. The rise and fall of the New Deal is studied at length, as is the American response to the turmoils of European and Asian developments. The unsolved problems emanating from the second World War provide a backdrop for an analysis of the origins of the cold war.

Hist 379 **Contemporary America (1941-Present)** **3 sem. hrs.**
A thoroughgoing examination of the problems faced by the United States since the conclusion of the Second World War. Extensive research is conducted into the origins and development of the cold war, the Korean War, and the Viet Nam War. The culture of the fifties is examined in quest of new perspectives and analysis, and with reference to the disquietude of the sixties. Discussion and independent research encourage exposure to a multiplicity of source materials.

Hist 381 **History of England I (600-1600)** **3 sem. hrs.**
Roman Britain, Nordic invasions. Saxon England. Norman Conquest and the making of the nation. Plantagenets. Crusades, and the Hundred Years' War, early parliamentary development. Aristocratic anarchy, wars of the Roses. Strong Tudor monarchy. The break from Catholicism. Beginnings of overseas expansion, conflict with Spain.

Hist 382 **History of England II (1600-1945)** **3 sem. hrs.**
The Stuart Era, struggle between Crown and Parliament. The Protectorate. Stuart restoration. Parliamentary supremacy and the 18th century oligarchy. Loss of American colonies. Struggle with Napoleon. Industrial revolution. Victorian liberalism and reform. The new imperialism. World War I and II.

Hist 383 **France Since 1789** **3 sem. hrs.**
Phases of French Revolution. Napoleon. Nineteenth century regimes. Third Republic. The Fifth Republic and Charles de Gaulle. Attention is given to the religious and cultural life of France and her influence abroad.

Hist 385 **History of Russia I** **3 sem. hrs.**
A survey of Russia from the beginning to the 1905 revolution; the emergence of Moscow; The time of troubles; the Romanov dynasty, reforms of Peter the Great; the era of Catherine and Alexander I; reform and autocracy in the 19th century.

Hist 386 **History of Russia II** **3 sem. hrs.**
From 1905 to the present. The Revolution of 1905 and 1917; The establishment of the Soviet Union; variations in foreign and domestic policy between the two world wars; Post-war Soviet imperialism. Theoretical aspects of communism.

Hist 388 **History of Modern Germany I (1648-1871)** **3 sem. hrs.**
Germany after Westphalia; Rise of Prussia, Austria, Frederick the Great, Joseph II, Impact of the French Revolution, war of liberation, reaction and revolution, road to unification.

Hist 389 **History of Modern Germany II (1871-1955)** **3 sem. hrs.**
Bismarkian Germany, Pre-war diplomacy. World War I. Revolution. German social democracy. Weimar Republic, Nazism. Hitler's foreign policy. World War II. Cold war. Resumption of sovereignty.

Hist 390 **History of China I** **3 sem. hrs.**
Emphasis on the foundation and development of the great tradition of China. Shang and Chou cultures — emergence of the golden age of Chinese thought, The first Chinese empires — the Ch'in and the Han — the barbarian challenge. The golden age of the T'ang, and Jung. The Mongol Empire and the Ming.

Hist 391 **History of China II** **3 sem. hrs.**
The modern transformation of China. The Ching Dynasty 1644-1911. The coming of the Europeans. T'ai-p'ing rebellion. Treaty settlement and foreign encroachments and European imperialism. The rise of the Chinese Republic-struggle between the Kuo-mintang and the communists and the emergence of Red China on the world scene.

Hist 392 **History of Japan I** **3 sem. hrs.**
Pre-Buddhistic Japan of the Jomon and Yayoi Eras. Nara. Kyoto, the golden age of Heian. Rise of the Fujiwaras. Emergence of the Samurai-Kamakura Era. Ashikaga Shogunate. Arrival of the west. Stress is given to the religious, political, and cultural life of Japan.

Hist 393 **History of Japan II** **3 sem. hrs.**
Unification under the Tokugawa Shogunate; seclusion; intensive development problems. Japan on the eve of Perry's visit. Result of the Meiji restoration of 1869. Modern eras of Meiji, Taishō and Shō wa. Religious, political and cultural life of Japan is seen in its continuity and reaction to western influence.

Hist 396 **The Pacific Ocean Area, 1500-Present:** **3 sem. hrs.**
A study of the development of native cultures in southeast Asia, the Philippines, Australia, New Zealand, Tahiti, and Hawaii. Western attitudes toward the Pacific and its influence on European thought, the role of sea power in Pacific, imperialism, the Pacific War and subsequent decolonization, and 20th century promises and problems.

Seminars are special courses of limited enrollment in which the emphasis is placed on individual work with periodic consultation which the instructor. Registration is by permission of the instructor and is ordinarily limited to seniors, though exceptions may be made to this rule upon request.

Hist 400 **Directed Reading Course** **3 sem. hrs.**

Hist 401 **Directed Reading Course** **3 sem. hrs.**

Hist 410 **Independent Research Project** **3 sem. hrs.**

Hist 499 **Historiography** **3 sem. hrs.**
Various concepts of history. Survey of the contributions of the great historians. Required of all history majors.

JOURNALISM

Jour 101 **Introduction to Journalism and Reporting** **3 sem. hrs.**
The basics of news coverage. Intensive practice in reporting news, handling interviews, covering speeches, etc. The style and structure of news stories. Lectures and special reading. Required of journalism majors.

Jour 102 **Visual Aspects of Journalism** **3 sem. hrs.**
The basics of typography, layout, and photography as essential elements of printed communication. Analysis and criticism of current practices, activities, and trends in the graphic arts. Assigned projects. Required of journalism majors.

Jour 111-112 **Freshman Practicum[1]** **6 sem. hrs. max.**
Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off-campus publications and organizations. Credit variable; up to three hours per semester.

Jour 201 **News Editing** **3 sem. hrs.**
Lectures and intensive practice in all phases of editing; story conceptualization, organization of news staffs, copy reading, proof reading, production, copy and art selection. Creation of newspaper and magazine formats. Required of journalism majors.

Jour 211-212 **Sophomore Practicum[1]** **6 sem. hrs. max.**
Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off campus publications and organizatioms. Credit variable; up to three hours per semester.

Jour 242 **Media and Society** **3 sem. hrs.**
Same as Comm 202.

Jour 305 **Advanced Reporting** **3 sem. hrs.**
An advanced course in news writing with an emphasis on the creative handling of news stories, features, and special interest articles. Included is an examination of investigative techniques. Prerequisites: Jour 101 and 102.

Jour 306 **Feature Writing** **3 sem. hrs.**
An advanced course in writing features for newspapers and magazines. Interviews, profiles, news features, special assignments. The market for features.

Jour 307 **Interpretive Writing** **3 sem. hrs.**
The place of opinion in journalism. Types of interpretive journalism: editorials, columns, art and entertainment reviews, humor, book reviews, etc.

Jour 308 **Criticizing the Performing Arts** **3 sem. hrs.**
Coverage and criticism of performing arts and artists, including lectures, readings, and discussion of contemporary activities in the performing arts and entertainment, and of their critics and reviewers. Off campus field assignments.

Jour 311-312 **Junior Practicum[1]** **6 sem. hrs. max.**
Practical experience with academic evaluation and assigned credit. May be gained through work for campus or off campus publications and organizations. Credit variable; up to three hours per semester. Arrange through department chairman.

Jour 340 **History of Journalism** **3 sem. hrs.**
Development of the American mass media from their beginnings to the present in the context of their being influencing factors and products of American politics, institutions and culture.

Jour 342 **Public Relations** **3 sem. hrs.**
Development of contemporary public relations practices with emphasis on solving communications problems within organizations and institutions by applying appropriate theories and techniques. Augmented by case studies and guest practitioners.

Jour 345 **Advertising** **3 sem. hrs.**
Fundamentals of advertising, including the organization and operation of agencies and departments, the psychology of advertising and promotion, and copywriting and layout techniques. Assigned problems and demonstrations.

Jour 346 **Law and the Press** **3 sem. hrs.**
A study of the development of contemporary legal guarantees and restrictions affecting the mass media, including problems of constitutional law, libel, contempt, privacy, governmental and self regulation. Required of journalism majors.

Jour 351-352 **Photography** **3-3 sem. hrs.**
The use of the camera in journalism. Darkroom techniques, fundamentals of composition and lighting, editing of photographs, intensive practice in taking photographs and darkroom work. Prerequisite: instructor's permission.

Jour 355 **Graphics** **3 sem. hrs.**
An advanced course in graphics theory. Examination and application of the elements of composition. Assigned projects.

Jour 356 **Advanced Layout** **3 sem. hrs.**
The application of graphics theory in newspaper, magazine, advertising, brochure and other formats. The uses of type, photography, and illustration in printed matter. Preparation of material for production. Prerequisite: Jour 102.

Jour 365 **Advanced Editing** **3 sem. hrs.**
An advanced course in editing. Lectures and assigned projects, with emphasis on developing technical proficiency through a full understanding of theoretical concepts. Prerequisite: Jour 101, 102, 201.

Jour 366 **Current Magazine Practices** **3 sem. hrs.**
Analysis of various types of contemporary American magazines, identifying the editorial, business, and mechanical practices involved in their publication. Seminar course.

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[1] There is a six hour limit on practicum credit hours. Exceptions must have consent of faculty.

Jour 370 **Radio and Television News and Special Events** **3 sem. hrs.**
The assembling, handling, selection, and production of radio and television news and special events programs.

Jour 389 **Philosophical Aspects of Communication** **3 sem. hrs.**
Same as Comm 393.

Jour 390 through 395 **Special Projects**
These are special course categories whose content varies with the student. Special projects in writing, editing, photography, reading, research, etc. The project must be recommended by an instructor and approved by the departmental chairman. Credit varies with each project.

Jour 396 **Journalism Internship Seminar** **3 sem. hrs.**
A seminar for journalism majors who have worked for professional publications and organizations. Prerequisite: 400 hours of work for a publication or organization approved by the Department of Journalism.

Jour 397 **Foreign Correspondence** **9 sem. hrs. max.**
A special course for Loyola journalism majors studying aboard in which the student files columns and articles from the country in which he resides for evaluation and criticism by the Department of Journalism. Special arrangements must be made through the chairman of the department. Credit varies.

Jour 411-412 **Senior Practicum[1]** **6 sem. hrs. max.**
Practical experience with academic evaluation an assigned credit. May be gained through work for campus and off campus publications and organizations. Credit variable; up to three hours per semester. Arrange through department chairman.

MANAGEMENT

Mgt 105 **Behavioral Sciences** **3 sem. hrs.**
This course is designed to familiarize the student of business administration with the fundamental principles and practices of the behavioral sciences. Emphasis is placed on the growth and development in psychology, sociology, and cultural anthropology and their increased application to the study of human behavior in working environments in business, industrial, military, and governmental settings. This course is related to advanced courses in advertising psychology, marketing research, and marketing psychology.

Mgt 205-206 **Business Law I and II** **3-3 sem. hrs.**
Application of law to business transactions; fundamental ideas of law in general; business forms; contracts; agency; negotiable instruments; banking law; sales; personal property; partnerships and corporations; mortgages; real property; insurance; suretyship; and bankruptcy.

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[1] There is a six hour limit on practicum credit hours. Exceptions must have consent of faculty.

Mgt 210 **Law for Public Administrators** **3 sem. hrs.**
The rights, duties, and liabilities of public officers; relief against administrative action; emphasis upon case study; jurisdiction, conclusiveness and judicial control; legal principles and tendencies in the development of public administration.

Mgt 305 **Principles of Management** **3 sem. hrs.**
Basic principles and concepts of management as they are applied in the functions of planning, organizing, leading, and controlling the business enterprise. In addition to the functional aspects of management, the personal and behavioral characteristics of managers as well as analytical techniques available to them are introduced.

Mgt 334 **Human Resource Management** **3 sem. hrs.**
This course analyzes the human problems of management. Such topics as job analysis, manpower planning, recruitment, selection, training and development, performance appraisal, wage and salary administration, incentive systems, and benefits and services will be studied. The organization and functions of a personnel department are discussed. Special emphasis is given to relevant significant issues affecting personnel: current laws, EEOC, career development, and affirmative action programs. Prerequisites: Mgt 105, Mgt 305.

Mgt 335 **Government Labor Relations and Personnel Administration** **3 sem. hrs.**
Job analysis, manpower planning, recruitment, selection, training and development, performance appraisal, and incentive systems will be studied. The content, negotiation, administration of collective labor agreements and settlement of disputes within the framework of public employment are analyzed. Prerequisites: Mgt 105, Mgt 305, Econ 201-202.

Mgt 338 **Production Management** **3 sem. hrs.**
The intent of this course is to introduce the student to the problems and practices of manufacturing enterprises. Primary emphasis is given to the interrelationships of the human and technical aspects and particularly the roles workers and managers have in a technically dynamic society. Special topics such as job design, maintenance, facilities design, production process, planning and control, production design, work measurement, logistics, statistical quality control are woven into a background of courses in accounting, economics, statistics, finance, ethics, and marketing. The course emphasizes the complexities of the alternatives facing managers who must determine the allocation of resources available to them for efficient production of items needed and desired by a changing society. Prerequisites: Econ 202; DecSc 215; Mgt 305.

Mgt 339 **International Law** **3 sem. hrs.**
Survey of domestic and foreign law as it relates to international business operations.

Mgt 340 **Management for International Business** **3 sem. hrs.**
This course will consider the special problems that confront the firm engaged in international operations. Topics include compensation, differentials, cultural and social differences as they impinge on managerial decisions and problems in communications and information flow. Prerequisites: Mgt 105, Mgt 305.

Mgt 341 **Labor Relations** **3 sem. hrs.**
A study of the history and development of organized labor; organization, election, and certification procedures; the background and techniques of collective bargaining; the nature of the contract; mediation and arbitration; union security and management rights; job rights and due process; roadblocks to union-management cooperation; and collective bargaining and the public sector. Prerequisites: Econ 201, 202; Mgt 105, 305.

Mgt 343 **Government Systems, Planning and Control** **3 sem. hrs.**
A management course focused on the unique nature of running a bureaucracy under the constraints of civil service and short term top management. Line, staff, and committee-type agencies will be examined. Stress will be laid upon points of interaction between various government agencies and levels of the city government. There will be discussions of government labor relations, control, and lack thereof. The impact of judicial law, regulatory law, and agency rules will be viewed as they effect a large service organization. Prerequisites: Mgt 105; Mgt 305.

Mgt 344 **Seminar in Public Administration** **3 sem. hrs.**
This course is an integrative course. It is designed to develop skills in identifying problems in the public sector, analyzing them, devising practical solutions to these problems and the oral and written communication thereof. It draws upon the entire range of the students academic background and practical experience. Prerequisite: Senior standing.

Mgt 345 **Organizational Strategy** **3 sem. hrs.**
Designed to develop skill in a) identifying problems, b) analyzing them, c) devising realistic solutions to the problems, and d) making oral and written presentations of investigations and decisions reached. Taught by case method, covering a wide range of situations, usually involving more than one functional area of the business. Typical problems relate to goals, organization control systems, leadership, products and markets, finance, etc. Students are expected to have a good grounding in management principles as well as other functional areas such as finance, marketing, accounting, etc. Prerequisite: Senior standing.

Mgt 346 **Executive Decision-Making** **3 sem. hrs.**
Management decision-making course providing a working knowledge of the interrelationships of the business problems in complex enterprises. Use of cases and computer simulations. Prerequisite: Senior standing.

Mgt 350 **Special Topics in Management** **3 sem. hrs.**
The course will be offered at various times to provide an opportunity for students and faculty members to explore management topics of interest at an advanced level. Special topics are as follows: evolution of management thought; energy management; planning, programming, and budgeting of public systems; systems management; management of change; small business management. Prerequisite: Mgt 305.

Mgt 351 **Small Business Institute** **3 sem. hrs.**
Students under the supervision of a faculty member act as consultants to small businesses with serious problems. This course is cosponsored by the Small Business Administration. Prerequisite: Permission of the instructor.

Mgt 355 **Organization Theory and Behavior** **3 sem. hrs.**
The course will explore, at an advanced level, a number of organizational concepts, theories, methods, and techniques related to various aspects of organizational functioning. Some attention will be given to methods of application. Course content will include topics such as job enrichment, conflict resolution, organizational problem analysis, organizational change techniques, methods of research, etc. Prerequisites: Mgt 105 or Psyc 101; Mgt 305 (or permission of the instructor).

Mgt 356 **Entrepreneurship and New Business Enterprises** **3 sem. hrs.**
This course concerns the problems, risks and opportunities in the formation and early years of a new business enterprise: identification and appraisal of opportunities, conceptualization, establishing goals and objectives, developing the strategic plan, organization, financing, venture capital, legal problems, launching the enterprise, the vulnerable early period, growth, merger, acquisition, public offerings. Prerequisite: Mgt 305.

Mgt 362 **Psychology in Management** **3 sem. hrs.**
The purpose of this course is to bring to the student the theories, experiments, and problem solving efforts of the psychologist and the behavioral scientist in the area of administrative action. Such topics as cognitive dissonance, reinforcement theory, need achievement, leadership and attitude change, and the personality of the leader will be studied and analyzed. These principles will be applied to common situations and problems in business, government, public service, and other relevant situations. Prerequisites: Mgt 105 or Psyc 101; Mgt 305.

Mgt 380 **Social Responsibility of Business** **3 sem. hrs.**
After establishing the theoretical and practical legitimacy of business's concern with noneconomic matters, the course moves to examine the sources of societal pressure, business reaction, and the community's expectations. The entire spectrum of corporate activities are discussed against a framework of the demands made on the firm by forces outside of the marketplace. Corporate citizenship is examined in the light of practical considerations of available resources, interests, and public concern. A few of the areas touched upon are: human rights, education, ecology, consumerism, human resource development, etc. An attempt is made to synergize a corporate strategy in response to society's demands. Prerequisites: Econ 201-202; Mgt 305.

Mgt 381 **Business Ethics** **3 sem. hrs.**
It will be the intent of this course to develop an awareness of ethical dilemmas that face managers in practical, day-to-day decision-making. It will focus attention on the meaning of ethics and some relevant aspects of various ethical theories; as well as sharpen skills in decision-making by applying models for ethical reflection to practical specific cases. In addition the student will become acquainted with some of the best literature in the area of business and socio-ethical issues. Prerequisites: Econ 201-202; Mgt 305.

Mgt 398 **Individual Studies in Management** **3 sem. hrs.**
Individual study, research, or problem solving in management may be undertaken with the approval of the faculty. Admission by permission of instructor.

MARKETING

Mkt 305 **Basic Marketing** **3 sem. hrs.**
This basic course acquaints the student with the nature and scope of modern marketing management. It outlines the areas in which decisions are made in developing and implementing marketing activities at all levels of production and distribution. Prerequisite: Econ 202.

Mkt 310 **Marketing Research** **3 sem. hrs.**
Analysis of marketing problems; basic research designs. Included in the topics are: basic data collection methods, formulation of problems, sources of information, composition of data collection forms, design of samples, tabulation of data, analysis of data, and preparation of reports. Actual problems and cases are utilized. Application of marketing research is related to motivation, product, advertising, sales control, and other areas of marketing. Prerequisites: Mkt 305, Mkt 311; DecSc 215.

Mkt 311 **Consumer Behavior** **3 sem. hrs.**
A study of consumer behavior principles and the contributions to those principles from psychology, sociology, cultural anthropology, and economics. The course is intended to show how consumer behavior principles can and should be used by socially responsible public and private organizations to foster human progress. Prerequisites: Mgt 105 and Mkt 305.

Mkt 315 **Business Logistics Management** **3 sem. hrs.**
Analysis of the physical distribution-physical supply system that links buyers and sellers and the problems of coordinating and managing the system. Topics include system models, system simulation, system design, and location theory, inventory and materials management, transportation, and vendor analysis. Prerequisites: DecSc 215 and Mkt 305.

Mkt 350 **Special Topics in Marketing** **3 sem. hrs.**
Mutual student-faculty examination of special and/or advanced topics in marketing: e.g., noncommercial marketing, social marketing, entrepreneurial marketing, consumerism, etc. May be offered based on either faculty or student origination. Prerequisite: Mkt 305.

Mkt 354 **Retailing Management** **3 sem. hrs.**
The study of the problems and current practices of major types of retailing organizations in the management of their activities. Prerequisites: Mkt 311, 312 (or permission of the instructor).

Mkt 356 **Marketing Channels** **3 sem. hrs.**
A comparative analysis of marketing institutions and practices with discussion of their ethical, social, economic, and legal implications. Topics include current practices in wholesaling, retailing, franchising, cooperatives, vertical integration, and channel control and conflict. Prerequisite: Mkt 305.

Mkt 362 **Sales Force Management** **3 sem. hrs.**
Analysis of the nature and role of field sales operations as an arm of promotional strategy; investigation of the personal contactual function and its management, the scope of its unique problems,and use of decision-making tools and methods for solution. Prerequisite: Mkt 305.

Mkt 364 **Advertising** **3 sem. hrs.**
The study of advertising from a comprehensive perspective: cultural and historical; conceptual and functional, economic and social. Examines the advertiser, the agency, the media and their functions as matched with consumer behavior. Includes evaluation of advertising, advertising techniques andprograms, and current issues in advertising. Prerequisite: Permission of instructor.

Mkt 372 **International Marketing** **3 sem. hrs.**
Introduces students to some of the basic principles of marketing management examined in the multinational business environment. Case studies and practical problem solving are emphasized. Prerequisite: Mkt 305.

Mkt 376 **Advanced Marketing Strategy** **3 sem. hrs.**
Analysis of a wide variety of marketing problems. The case-situation method is employed, with emphasis on managerial problem solving amid real world constraints; use of behavioral and quantitative techniques of analysis to support decision-making. Cases cover considerations with regard to products, channels, pricing, promotion and physical distribution, as well as noncommercial marketing situations. Prerequisites: Mkt 310-311, senior standing or permission of instructor.

Mkt 398 **Individual Studies in Marketing** **3 sem. hrs.**
Specific and substantive projects undertaken by the student majoring in marketing involving separate study, research, problem solving, etc. Admission by permission of instructor.

MATHEMATICS

Math 103 **Introduction to Mathematics** **3 sem. hrs.**
For course description see listing in common curriculum section.

Math 113-114 **The Number Systems and Informal Geometry** **3-3 sem. hrs.**
A course specifically designed according to CUPM recommendations for the elementary school teacher. Open only to elementary education majors.

Math 115-116 **Mathematics for Social Studies and Business Administration** **3-3 sem. hrs.**
This course offers a wide variety of topics which will serve the social science major as analytical and quantitative tools and broaden his appreciation for mathematical patterns and procedures. Included are introductions to the concepts of probability and statistics, mathematical sequences with applications, flow charting and computer programming, matrices and linear programming, trigonometric functions, and some fundamental concepts in calculus.

Math 131 **Modern Geometry** **3 sem. hrs.**
A course designed for those who will be teaching SMSG geometry.

Math 150 **Algebra and Trigonometry** **3 sem. hrs.**
This course is a preparation for those who are deficient in algebra and trigonometry and also for those who plan to take calculus. Fundamental applications in algebra, factoring, exponents, quadratic equations, and trigonometric functions.

Math 201 **Introductory Linear Algebra** **3 sem. hrs.**
Linear spaces, linear transformations and matrices, multilinear forms, inner product, characteristic values.

Math 211-212 **Introduction to Abstract Systems** **3-3 sem. hrs.**
An introductory course in abstract algebraic systems, groups, rings, fields, extension fields, and transfinite arithmetic. Prerequisite: Math 201.

Math 241-242 **Introductory Probability and Statistics** **3-3 sem. hrs.**
This course is designed as an introduction for applications in the fields of business administration, social sciences, and education. Emphasis is placed on technical skills and interpretation of results with enough basic theory for good understanding.

Math 257-258 **Calculus I and II** **3-3 sem. hrs.**
This beginning college analysis course introduces the science and math majors to the concepts of two and three dimensional geometric analysis and calculus of functions of one variable. Prerequisite: Four years high school mathematics or consent of the department chairman.

Math 259-260 **Calculus III and IV** **3-3 sem. hrs.**
The student expands his understanding into the calculus of several variables and the solving of differential equations bringing the tool of linear algebra to bear on analysis. Prerequisite: Math 201, 258.

Math 291-292 **Seminar** **1-1 sem. hr.**
Designed for freshmen majors.

Math 311 **Theory of Sets** **3 sem. hrs.**
A study of infinite sets and the associated arithmetic of transfinite cardinal and ordinal numbers. Prerequisite: Math 212.

Math 317 **Mathematics Curricula and Materials for Secondary Schools** **3 sem. hrs.**
An intensive study of current SMSG and other materials available for secondary school mathematics. Prerequisites: Math 212, 258.

Math 319-320 **History of Mathematics** **3-3 sem. hrs.**
From the primitive origins of mathematics to the "new mathematics" of the 20th century. Prerequisites: Math 201, 258.

Math 321-322 **Linear Algebra** **3-3 sem. hrs.**
This second course introduces or expands topics such as vector spaces, matrices, determinants, eigenvalues, linear functionals, bilinear forms; orthogonal, hermitian and unitary matrices; vector geometry and applications in various applied fields. Prerequisite: Math 212.

Math 323 **Theory of Numbers** **3 sem. hrs.**
This course will appeal to the mathematician and teacher including such topics as: divisibility; prime numbers, Euclidean algorithm, fundamental theorem of arithmetic, congruences, diophantine equations, and indices. This theory is fundamental in all branches of mathematics and plays a role in many mathematical games.

Math 324 **Lattice Theory** **3 sem. hrs.**
Sublattices, ideals, homomorphisms, distributive and modular lattices, partially ordered sets, chains, Boolean algebras. Prerequisite: Math 212.

Math 325-326 Abstract Algebra **3-3 sem. hrs.**
This second course includes an indepth treatment of some aspects of group, ring, and field theory. Prerequisite: Math 212.

Math 327 Group Theory **3 sem. hrs.**
Cyclic groups, normal subgroups, factor groups, homomorphisms, direct products finitely generated Abelian groups, permutations, Sylow theorems, normal and subnormal series, free groups, groups representations. Prerequisite: Math 212.

Math 328 Rings and Fields **3 sem. hrs.**
Quotient rings and ideals, noncommutative rings, rings of polynomials, unique factorization and Euclidean domains, field extensions, geometric constructions, finite fields, Galois theory. Prerequisite: Math 212.

Math 334 Modern Geometry **3 sem. hrs.**
A study of the postulational or axiomatic geometry of planes, with emphasis on the coordinatization of affine and projective planes. This study also includes metric postulates for the Euclidean plane. Prerequisite: Math 212.

Math 335 Projective Geometry **3 sem. hrs.**
Analytic and synthetic projective geometry; finite planes, and the algebraic structures associated with them.

Math 336 Topics in Geometry **3 sem. hrs.**
This course will provide an indepth study of one or two selected topics in geometry directed toward the particular interests of the group of students registered for it. This will be of special value to those planning a career in teaching.

Math 337-338 Survey of Geometry **3-3 sem. hrs.**
Intended for secondary school teachers. Prerequisites: Math 212, 258.

Math 347-348 Mathematical Probability and Statistics **3-3 sem. hrs.**
This course presents a solid foundation of probability theory from the mathematical point of view and uses this to introduce the essential ideas of point estimation, tests of hypotheses and confidence intervals. Prerequisite: Math 260 or consent of instructor.

Math 352 Differential Equations **3 sem. hrs.**
This course introduces the methods and underlying theory for the solution of ordinary differential equations. Prerequisite: Math 260.

Math 361-362 Advanced Calculus **3-3 sem. hrs.**
A deeper look is taken at many fundamental concepts of analysis with special attention to linear methods as applied to the calculus of several variables. The topics treated include extrema, Jacobians, uniform continuity, line and surface integrals, differentials, integration theory; Taylor, power and Fourier series. Prerequisites: Math 201, 260.

Math 363-364 Complex Analysis **3-3 sem. hrs.**
The student's investigation will include analytic functions, Cauchy's integration theory, series representation, conformal mapping, analytic continuation and the fundamental theorem of algebra. Corequisite: Math 361-362.

Math 365-366 Real Analysis **3-3 sem. hrs.**
This advanced course in analysis will lead the student on to more exotic investigations of real functions through theorems credited to Cantor, Bolzano, Wiestrass, Borel and others. Uniform convergence, covering sets, almost continuous functions, Lebesque integrals will be among the included topics. Corequisite: Math 361-362.

Math 367 Theory of Games **3 sem. hrs.**
An introduction to the mathematical theory of games of strategy. Games of strategy involve conflict among individuals or groups capable of rational activity and are thus distinguished from games of chance. The theory has applications in economics, statistics, and military strategy. Emphasis in this course is placed on the mathematical theory rather than its applications. By permission of the instructor only.

Math 371-372 General Topology **3-3 sem. hrs.**
The emerging mathematician will acquaint himself with basic concepts from the topics of topological spaces. Hausdorff spaces, connectedness, metric spaces, continuous mappings, separability, compactness and product spaces. Corequisite: Math 361-362.

Math 381-382 Applied Mathematics **3-3 sem. hrs.**
A course designed to illustrate the application of mathematics to one or more fields by considering the aspects of model building and to further develop theory and techniques relevant to the needs of the field. The applications will normally be in the area of physical sciences, however, when sufficient interest exists sections oriented for other areas will be given. Topics covered will include partial differential equations, boundary value problems, eigen functions, analytic functions, Green's functions, perturbation techniques and approximation methods. Prerequisite: Math 260.

Math 391-392 Mathematics Seminar **1 to 3 sem. hrs.**
This is a student participation seminar. Topics from various branches of mathematics will be presented, discussed and argued by the students with the professor acting as a guide and stimulant. Topics for the semester will be selected before or during the first meeting. By invitation only.

Math 395-396 Introduction to Mathematical Research **1 to 3 sem. hrs.**
Content depends on the interest and background of the student. By invitation only.

MEDICAL TECHNOLOGY

MedT 101 Introductory Medical Technology **1 sem. hr.**
A course designed to instruct the student in the ethics of the profession, the care and use of laboratory equipment, and the principles and practice of medical technology.

MedT 102 Medical Parasitology Lecture **2 sem. hrs.**
An intensive study of medical protozoology and helminthology as related to blood, urine, and feces.

MedT 104 Medical Parasitology Laboratory **2 sem. hrs.**
Study and performance of concentration methods and staining procedures used in the laboratory for diagnosis of parasites in blood, urine, feces and tissues. An intensive microscopic study of morphology of protozoans, and helminths.

MedT 201 **Hematology Lecture** **2 sem. hrs.**
This course is a thorough study of blood and blood forming tissues. It considers the histology, physiology, and morphology of blood and those aspects which will throw light upon the disorders of blood.

MedT 203 **Hematology Laboratory** **2 sem. hrs.**
A laboratory course covering principles, techniques, and application of hematological procedures. It includes intensive microscopic study of the morphology of normal and abnormal blood cells, and the study of coagulation disorders.

MedT 205 **Human Physiology Lecture/Lab** **4 sem. hrs.**
An intensive lecture, laboratory, plus demonstration course, relating to the mechanisms of homeostasis and basic human physiology to the detection of disease in the clinical laboratory. Prerequisite: BioSc 101-102. This course is offered in the summer session only.

MedT 211 **Histotechnology Lecture** **2 sem. hrs.**
An all encompassing lecture course designed to acquaint the student with the essentials of histology, tissue preparation and sectioning, and clinical laboratory procedures related to cells and tissues such as immunoflourescence and cytochemical testing. Prerequisites: BioSc 209, MedT 205.

MedT 213 **Histotechnology Laboratory** **2 sem. hrs.**
Microscopic examination of tissues and organs, preparation of tissues for examination, and performance of clinical laboratory tests related to cells and tissues. Prerequisite: BioSc 209, MedT 205.

MedT 215 **Instrumentation** **3 sem. hrs.**
The purposes of this course are to cover the principles of operation of laboratory instruments, to point out the accuracy and limitations of each instrument, to do the basic calculations involving quantitative analysis with each instrument, and to learn some of the simple troubleshooting and to make minor repairs and adjustments. In addition, basic principles of electricity and electrical components are covered.

MedT 301 **Medical Technology Seminar** **2 sem. hrs.**
This course is designed to correlate theory with practical applications to problems in the clinical laboratory and also to keep students aware of current development in laboratory procedures. This is a conference with student participation and guest lectures.

MedT 302 **Medical Technology Seminar** **2 sem. hrs.**
A continuation of MedT 301.

MedT 311 **Bioanalysis** **2 sem. hrs.**
This course is involved in the study of the basic chemistry, metabolic significance, and clinicopathologic correlations of carbohydrates, lipids, proteins, enzymes, and hormones. Basic material in blood gases and electrolyte studies is also included.

MedT 313 **Bioanalysis Laboratory** **2 sem. hrs.**
A course in the procedures and principles of chemical tests performed on blood and urine, and how they correlate in organ profile studies and clinical diagnosis. It includes an intensive physical, chemical, and microscopic examination of the urine as well as serum enzyme assays, gastric analysis, and those serum methods that can be performed with scientific kits.

MedT 321 **Pathogenic Microbiology Lecture** **3 sem. hrs.**
This course is designed to acquaint the students with disease processes caused by pathogenic microorganisms. The physiological, biological, and genetic properties of pathogens are discussed. Prerequisites: Organic chemistry and general microbiology.

MedT 323 **Pathogenic Microbiology Laboratory** **2 sem. hrs.**
This laboratory course covers the principles, techniques, methods, differential media, and reagents used in the identification of pathogenic organisms. MedT 321 must be taken concurrently. Prerequisites: Organic chemistry and general microbiology.

MedT 331 **Immunology Lecture** **2 sem. hrs.**
A course designed to provide basic understanding of the chemical, physical, and biological properties of antigens and antibodies, biological aspects of antibody formation in "in vivo" and "in vitro" antigen antibody interactions.

MedT 333 **Serology** **2 sem. hrs.**
A laboratory course covering the principles and techniques of serological procedures utilized in the diagnostic problems in the laboratory. The course also includes the study of blood banking techniques.

MedT 430-495 **Clinical Training** **20 sem. hrs.**
These courses, which number seven, comprise the professional phase of the medical technology curriculum. They are taken in an affiliate hospital and extend over a period of 52 weeks. Each course is a combined didactic and laboratory experience in which instruction and tutelage are provided by pathologists, clinical scientists, and medical technologists certified by the American Society of Clinical Pathologists (ASCP). Credit hours are assigned to each course.

MILITARY SCIENCE

MilSc 101 **Professional Officer Development** **2 sem. hrs.**
An introduction to the U.S. Army and ROTC with emphasis on the local ROTC program and career opportunities for ROTC graduates; understanding military procedures, rank structures, organization, customs, courtesies, and traditions; basic rules of discipline and the development of morale and espirit de corps; basic skills and the applications of rifle marksmanship (.22 caliber rifle).

MilSc 102 **Fundamentals of Leadership and National Defense** **2 sem. hrs.**
A study of the national defense structure; the political, economic, social, and military aspects of national security and defense; develop an understanding of leadership traits and principles through analysis of past military leaders, their characteristics and traits; development of leadership abilities through practical exercises to include an introduction to the service weapons.

MilSc 201 **Applied Leadership and Management** **3 sem. hrs.**
An introduction to and fundamentals of military writing, research, and instructions; develop an ability to communicate with others through exposure to role playing and group dynamics; emphasis on troop leading procedures and techniques of presenting clear, concise and complete solutions to military related problems; an introduction to the functions, duties, and responsibilities of a junior leader.

MilSc 202 **Decision-Making, Problem-Solving Techniques and Map Reading** **3 sem. hrs.**
An extension of MilSc 201 with emphasis on the skills and techniques of decision-making and problem-solving; the theory and dynamics of tactical operations; basic map reading skills including military geography and use of aerial photographs; an introduction to orienteering, the combination of land navigation and cross country running using a map and compass against time.

MilSc301 **Advanced Leadership/Management I** **3 sem. hrs.**
Analysis of the leader's role in directing and coordinating the efforts of individuals and small military units in the execution of offensive and defensive tactical missions, to include military geography, weapons systems, communications systems, intelligence gathering capabilities, and the role of the various branches of the U.S. Army; presentation of select military subjects in preparation for advanced summer camp.

MilSc 302 **Advanced Leadership/Management II** **3 sem. hr**
A continuation of MilSc 301; case studies in leadership and management; delegation of authority and responsibility, span of control, planning, coordinating, and decision-making; emphasis on small unit tactics; applicatory work emphasizing the duties and responsibilities of junior leaders, including supervision of the use and maintenance of weapons; discussion of the military environment in garrison and in the field.

MilSc351 **Theory and Dynamics of a Military Team** **3 sem. hrs.**
Enhance knowledge of the U.S. Army and to provide essentials to effectively perform as a commissioned officer; study of the military team, planning and coordination necessary between the elements of the military team, and combat operations with emphasis on logistical support; application of leadership principles, stressing responsibilities of the leaders, and affording experience through practical exercises; military staff procedures and functions.

MilSc 352 **Seminar in Leadership and Management** **3 sem. hrs.**
A continuation of MilSc 351; analysis of selected leadership and management problems involved in unit administration, military justice, and the Army Readiness Program; the position of the U.S. in the contemporary world scene discussed in the light of its impact on leadership and management problems of the military science; obligations and responsibilities of an officer on active duty; chain of command; and officer-enlisted relationships.

MilSc 355 **Leadership Laboratory** **0 sem. hrs.**
An extension of classroom work; affords the student the opportunity to apply military skills learned in the classroom in an outdoor environment; all cadets enrolled in Army ROTC will attend a weekly leadership laboratory considered essential to the development of leadership and management traits, skills, and principles.

MODERN FOREIGN LANGUAGES

MFL-Fr/Gr/It/Ru/Sp 101-102 **First Year College Language** **3-3 sem. hrs.**
The fundamentals of the language. Primary emphasis on structure, morphology, and vocabulary. Language laboratory work is recommended, but is voluntary. Outside readings.

MFL-Fr/Gr/It/Ru/Sp 201-202 Second Year College Language **3-3 sem. hrs.**

Review of structure, morphology, and vocabulary. Readings in the general cultural monuments of the language community. Work in the language laboratory is voluntary. Outside readings.

MLF-Gr/Ru 210 Scientific Language **3 sem. hrs.**

This course is designed to familiarize the student with the complexities of scientific discourse. Drill in the sentence structure of scientific literature. Readings in the development of scientific thought in the language community with emphasis on the present day.

MFL-Fr/Gr/It/Ru/Sp 301-302 Conversation and Composition **3-3 sem. hrs.**

First semester (301): Conversation and composition based on everyday topics. Review of structure, morphology, and vocabulary used in contemporary colloquial speech. Topics are studied and discussed in class. Written assignments are based on these topics. Intensive work. Student's grades are based upon class participation. Second semester (302): Conversation and composition based on cultural and literary topics. Intensive structural analysis of the language encountered in literary studies. Literary works, events and personages as well as cultural phenomena are studied and discussed in class. Written assignments are based on these topics. Student's grades are dependent on class participation.

Ling 310 Indo-European Grammar and Linguistics **3 sem. hrs.**

MFL-Fr/Gr/It/Ru/Sp 310-311 Survey of Literature **3-3 sem. hrs.**

Study of the chief literary currents and the principal authors. Emphasis on the masterpieces of the literature of the language community.

MFL-Sp 312-313 Survey of Spanish American Literature **3-3 sem. hrs.**

MFL-Fr/Gr/It/Ru/Sp 350-351-352-353-354-355 Literary Movements

Study of the principal literary movements within the language community. Representative works will be read and compared.

FRENCH

350	Middle Ages and Renaissance	3 sem. hrs.
351	Classicism (17th century)	3 sem. hrs.
352	Enlightenment and Pre-Romanticism (18th century)	3 sem. hrs.
353	Romanticism, Realism, Naturalism (19th century)	3 sem. hrs.
354	20th century drama.	3 sem. hrs.

GERMAN

350	Middle Ages and Renaissance	3 sem. hrs.
351	Baroque and Enlightenment (17th and 18th century)	3 sem. hrs.
352	Classicism	3 sem. hrs.
353	Romanticism, Realism, Naturalism (19th century)	3 sem. hrs.
354	Currents in the 20th century.	3 sem. hrs.

RUSSIAN

351	19th Century Russian Literature I	3 sem. hrs.
352	19th Century Russian Literature II	3 sem. hrs.
353	Russian Literature from Chekhov to the Revolution	3 sem. hrs.
354	20th Century Russian Literature	3 sem. hrs.

SPANISH

350	Middle Ages and Renaissance	3 sem. hrs.
351	The Golden Age (16th and 17th century)	3 sem. hrs.
352	Cervantes and Don Quixote	3 sem. hrs.

353	Romanticism, Realism, and Naturalism (19th century)	3 sem. hrs.
354	The Generation of 1898	3 sem. hrs.
355	Currents in the 20th century	3 sem. hrs.
356	Spanish American Novel	3 sem. hrs.

MFL-Fr/Gr/Ru/Sp 370-371 Linguistics **3-3 sem. hrs.**
Study of the basic methodology and general rules of the science of language.
French 370-371 Romantic philology.
German 370-371 Germanic philology.
Russian 370-371 Slavic philology
Spanish 370-371 Romance philology.

MFL 375-376 Theory of Language **3 sem. hrs.**
Study of the theories of the origin and the nature of language.

MFL-Fr/Gr/It/Ru/Sp 380-381 Special Problems
This course is designed to cover those significant elements in the general cultural and literary development of a language community which have not been treated elsewhere.
For example:

MFL-It 380-381 Dante: The Divine Comedy **3-3 sem. hrs.**
During the first semester (380) Dante's structure, morphology and vocabulary will be studied intensively, so that in the second semester (381) selections from the three parts of the Divine Comedy can be read in the original. Prerequisite: some language training, preferably in a romance language, or Latin.

MFL-Ru 380-381 Russian Culture and Civilization **3-3 sem. hrs.**
A team taught course dealing with every aspect of Russian culture and civilization, such as art, history, religion, politics, music, literature, science, journalism, and architecture. Each subject is taught by the expert in the field. Dance Workshop: Prerequisite: permission of instructor. Ballet and folk dancing performed in connection with the culture and civilization course. Students may register in 380-381 only six credits. Dance workshop only two credits, or both 380-381 and the workshop for eight credits.

MFL-Sp 382 Mysticism **3 sem. hrs.**

MFL-Sp 383 Mexican Novel of the 20th Century. **3 sem. hrs.**

MFL 391 Linguistics **3 sem. hrs.**
This course is designed to cover the significant elements of general linguistics. Prerequisite: permission of instructor.

MFL-Fr/Gr/It/Ru/Sp 390-391 Independent Study **3-3 sem. hrs.**
The student reads selected works on his own and meets informally with the instructor to discuss his progress. Semester paper in the language of the works studied. Prerequisite: permission of instructor.

MUSIC

Mus 011-012 Elements of Music Theory **3-3 sem. hrs.**
Pitch and rhythmic notation, clefs, key and metric signatures, intervals, rhythmic and melodic sight reading. This course or a satisfactory score on the Loyola theory test is required of all students entering Mus 111.

Mus 025-026 Applied Fundamentals **2-2 sem. hrs.**
Applied study designed for achieving pre-freshman or pre-upperdivision performance ability.

Mus 103 Italian Diction **1 sem. hr.**

Mus 104 French Diction **1 sem. hr.**

Mus 105 German Diction **1 sem. hr.**

Mus 106 Vocal Repertoire **0 sem. hr.**
Early English and Italian repertoire; taken concurrently with voice.

Mus 107-108 Recital Hour **0-0 sem. hrs.**

Mus 111 Theory I **4 sem. hrs.**
Properties and notation of tone; tonality; melodic cadences; structural and decorative pitches; motive, phrase, form; melodic composition, modulation. Aural perceptive training is continuous. Prerequisite: Mus 012 or equivalent.

Mus 112 Theory II **4 sem. hrs.**
Two voice melodic composition; chord structure; homophonic four part textures; diatonic traids, dominant seventh chords, inversions, ternary form. Aural perceptive training is continuous. Prerequisite: Mus 111.

Mus 115-116 Perspectives of Jazz I & II **1-1 sem. hr.**
Discussion of topics in the area of jazz with emphasis on the development and contribution of jazz in American culture.

Mus 117-118 Improvisation **1-1 sem. hr.**
Melodic and harmonic creation on the basis of vitality, making use of elementary and advanced forms, chord structures, and chromatic alterations. Separate sections in the classical idiom are to be included.

Mus 120 Basic Ballet **1-1 sem. hr.**
Course of basic ballet techniques; exercises and steps.

Mus 121-122 Piano Class **2-2 sem. hrs.**

Mus 123-124 Non Major Applied Study **1-1 sem. hr.**
Class study in guitar, piano, and voice. Open to non music majors only.

Mus 125-126 Major Instrument **2-2 sem. hrs.**
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments.

Mus 127-128 Major Instrument **3-3 sem. hrs.**
Voice, piano, organ, guitar, woodwind, brass, and percussion instruments.

Mus 130 **Intermediate Ballet** **1-1 sem. hr.**
Intermediate exercises on ballet techniques and steps.

Mus 151 **Music Therapy I** **2 sem. hrs.**
A survey of music therapy, its history, basic concepts, and areas of clinical practice. A general information course open to all students.

Mus 161-162 **Strings Class** **1-1 sem. hr.**
Fundamentals of teaching string instruments; techniques, methods, materials.

Mus 163-164 **String Ensemble** **1-1 sem. hr.**
Rehearsal and performance of string and orchestral literature. Open to all university students.

Mus 181-182 **Woodwind Ensemble** **1-1 sem. hr.**
Study and performance of chamber music for all combinations of woodwind instruments. Membership by audition.

Mus 183-184 **Brass Ensemble** **1-1 sem. hr.**
Experience in ensemble playing for such groups as trios, quartets, and quintets of various instrumentation. Membership by audition.

Mus 185-186 **Opera Workshop** **1-1 sem. hr.**
Instruction in stage department and standard operatic literature. Roles are assigned in scenes from various operas to be memorized and performed publicly. Membership by audition.

Mus 187-188 **Collegium Musicum** **1 sem. hr.**
A performance oriented study of Pre Baroque music and performance practice. A wide range of literature is covered with performance on authentic replicas of early instruments, including harpsichord, virginal, lute, guitar, recorder, krumhorn, cornetti, rackett, and various percussion instruments.

Mus 189-190 **University Chorus** **1-1 sem. hr.**
A large choral organization open to all university students.

Mus 191-192 **University Chorale** **1-1 sem. hr.**
Open to all university students by audition. Performance of literature from standard choral repertoire past and present.

Mus 193-194 **Jazz/Lab Band** **1-1 sem. hr.**
An ensemble for the study of literature and rehearsal techniques for the stage band; performance and scoring. Students accepted by audition.

Mus 195-196 **University Band** **1-1 sem. hr.**
Rehearsal and performance of standard concert band repertoire. Membership by audition.

Mus 197-198 **Madrigal Choir** **1-1 sem. hr.**
A select vocal ensemble stressing music from the 14th century through the 18th centuries. Emphasis on performance of chansons and madrigals of the early Renaissance.

Mus 206 **Vocal Repertoire** **0 sem. hrs.**
Classical and romantic repertoire; taken concurrently with voice.

Mus 207-208 **Recital Hour** **0-0 sem. hrs.**
Continuation of Mus 108.

Mus 211 **Theory III** **4 sem. hrs.**
Secondary dominants, modulation; rondo from; diatonic seventh chords. Neopolitan and augmented sixth chords, diminished seventh chords. Two and three part melodic writing incorporating these harmonic entities. Aural perceptive training is continuous. Prerequisite: Mus 112.

Mus 212 **Theory IV** **4 sem. hrs.**
Variation forms; sonata allegro; ninth, eleventh, and thirteenth chords; neo-tonality. Aural perceptive training is continuous. Prerequisite: Mus 211.

Mus 213-214 **Composition Essentials** **2-2 sem. hrs.**
Original writing using tonal and/or rhythmic materials assigned by the instructor. Songs and pieces for the student's major instrument are required.

Mus 217-218 **Improvisation** **1-1 sem. hr.**
Continuation of Mus 117-118.

Mus 221-222 **Piano Class** **2-2 sem. hrs.**

Mus 225-226 **Major Instrument** **2-2 sem. hrs.**
Continuation of Mus 126.

Mus 227-228 **Major Instrument** **3-3 sem. hrs.**
Continuation of Mus 128.

Mus 231-232 **Introduction of Music Literature** **3-3 sem. hrs.**
Fundamentals of music; a basic approach to music literature and musical styles (for non majors).

Mus 237 **Evolution of Jazz Styles** **2 sem. hrs.**
A study of the origin, development, and styles of jazz music and its exponents.

Mus 238 **Introduction to Music Literature** **2 sem. hrs.**
Emphasis on listening techniques, melody, harmony, rhythm, and textures; form types: imitative, variation, improvisatory, sectional; timbre. For majors only.

Mus 240 **Ballet Choreography Laboratory** **2 sem. hrs.**
Creation of dance forms; recital at the end of the semester.

Mus 251-252 **Preclinical Experience** **1-1 sem. hr.**
Students are expected to work as volunteers in a psychiatric or rehabilitation institution for a period of two hours per week for one semester.

Mus 253A **Music Therapy II** **3 sem. hrs.**
Music therapy in psychiatry and rehabilitation. History of music therapy, terminology in rehabilitation, music therapy in rehabilitation, professional ethics.

Mus 253B **Laboratory** **1 sem. hr.**
Practicum in rehabilitation.

Mus 261-262 **Brass and Percussion Pedagogy** **1-2 sem. hrs.**
Fundamentals of tone production; acoustics of instruments; individual instrument characteristics, fingerings, techniques; materials and music for elementary, middle and senior high schools; application of concepts and principles of teaching-learning situations.

Mus 281-282 Woodwind Ensemble **1-1 sem. hr.**
Continuation of Mus 182.

Mus 283-284 Brass Ensemble **1-1 sem. hr.**
Continuation of Mus 184.

Mus 285-286 Opera Workshop **1-1 sem. hr.**
Continuation of Mus 186.

Mus 287-288 Collegium Musicum **1-1 sem. hr.**
Continuation of Mus 188.

Mus 289-290 University Chorus **1-1 sem. hr.**
Continuation of Mus 190.

Mus 291-292 University Chorale **1-1 sem. hr.**
Continuation of Mus 192.

Mus 293-294 Jazz/Lab Band **1-1 sem. hr.**
Continuation of Mus 194.

Mus 295-296 University Band **1-1 sem. hr.**
Continuation of Mus 196.

Mus 297-298 Madrigal Choir **1-1 sem. hr.**
Continuation of Mus 198.

Mus 306 Vocal Repertoire **0 sem. hrs.**
20th century vocal repertoire; taken concurrently with voice.

Mus 307-308 Recital Hour **0-0 sem. hrs.**
Continuation of Mus 208.

Mus 310 Junior Recital **0 sem. hrs.**
Required of all B/M majors.

Mus 311 Counterpoint I **2 sem. hrs.**
Analysis and writing in the style of the vocal music of the late Renaissance.

Mus 312 Counterpoint II **2 sem. hrs.**
Analysis and writing in the style of the instrumental music of the late Baroque.

Mus 311-312J Jazz Counterpoint **2-2 sem. hrs.**
Contrapuntal procedure of modern jazz artists to provide knowledge of basic material with practical application in writing.

Mus 313-314 Composition **3-3 sem. hrs.**
Continuation of Mus 214. A three movement sonata containing a fugal development section is required. Prerequisite: Mus 214.

Mus 315 Orchestration I **2 sem. hrs.**
A study of the capabilities and the limitations of orchestral string instruments; band, woodwind, brass, and percussion instruments. Scoring for choirs of these instrumental families. Prerequisite: Mus 212.

Mus 315J Modern Arranging **2 sem. hrs.**
Scoring for the modern jazz, dance, radio, recording, and television orchestra, with emphasis upon creativity in commercial scoring.

Mus 316 **Orchestration II**
Continuation of Mus 315. Study of voicings and dynamic balance among instrumental (including voice) families. Scoring for major media will be assigned according to each student's primary applied music area and/or his particular interest. Prerequisite: Mus 315.

Mus 316J **Advanced Modern Arranging** **2 sem. hrs.**
Scoring for the modern jazz, dance, radio, recording, and television orchestra, with emphasis upon creativity in commercial scoring.

Mus 317-318 **Improvisation** **1-1 sem. hr.**
Continuation of Mus 217-218.

Mus 320 **Ballet Repertory** **2 sem. hrs.**
The study of dances from ballet and opera. Recital at the end of the semester.

Mus 323-324 **Guitar Class** **1-1 sem. hr.**

Mus 325-326 **Major Instrument** **2-2 sem. hrs.**
Continuation of Mus 226.

Mus 327-328 **Major Instrument** **3-3 sem. hrs.**
Continuation of Mus 228.

Mus 329-330 **Minor Instrument** **2-2 sem. hrs.**

Mus 333-334 **Orchestral Literature** **2-2 sem. hrs.**
A study of literature and forms written for the orchestra.

Mus 335-336 **Vocal Literature** **2-2 sem. hrs.**
Study of standard vocal repertoire ranging from pre-classical to contemporary. Music performed by class members or presented through recordings. Emphasis on style, interpretation, and presentation of solo materials for all classifications.

Mus 337 **History I** **3 sem. hrs.**
Music of the Baroque and Classical era.

Mus 338 **History II** **3 sem. hrs.**
Music of the Romantic era.

Mus 341 **Piano Pedagogy** **3 sem. hrs.**
Required of all piano and piano pedagogy majors. Instruction in private and class piano teaching, methods, and materials.

Mus 342 **Piano Literature** **3 sem. hrs.**
Required of all piano and piano pedagogy majors. Survey of standard keyboard literature from the four areas of music.

Educ 350 **Student Teaching** **6 sem. hrs.**

Educ 351A **Education Methods** **3 sem. hrs.**
The teaching of music in the secondary school. Emphasis on organization and management of school performing groups. Teaching techniques; materials, and literature — choral or instrumental according to area of concentration.

Educ 351B **Education Methods** **2 sem. hrs.**
The teaching of general music in the elementary and secondary schools. Emphasis on organization, materials, methods and performance appropriate to teaching music for the general student body. Required of vocal and piano BME majors.

Educ 351C **Education Methods** **2 sem. hrs.**
The teaching of choral music in the secondary schools. Emphasis on organization and management of individuals and performing groups including materials, teaching techniques, and literature.

Mus 353A **Music Therapy III** **3 sem. hrs.**
Music therapy in mental retardation. Terminology in mental retardation, behavior modification, terminology in behavior modification, evaluative tests in mental retardation.

Mus 353B **Laboratory** **1 sem. hr.**
Practicum in mental retardation.

Mus 354 **Music Therapy IV** **12 sem. hrs.**
Clinical Training. Music therapy students will complete six months of full-time work and classroom experience in an institution affiliated with Loyola and approved for clinical training by the National Association for Music Therapy.

Mus 361-362 **Woodwinds Class** **2-2 sem. hrs.**
Fundamentals of embouchure formation, fingering, breathing; principles of pedagogy relating to all woodwind instruments; use and relationship for band and orchestra; methods and materials for elementary, junior and senior high schools.

Educ 364 **Teaching Music in the Secondary Schools** **3 sem. hrs.**
Introduction to acoustics; the psychology of learning and teaching music; the nature and testing of musical aptitude and ability; philosophy of music education.

Mus 363-364 **String Ensemble** **1-1 sem. hr.**
Continuation Mus 264.

Mus 365 **Essentials of Conducting** **2 sem. hrs.**
Vocal or instrumental; applied conducting; basic conducting techniques; use of the baton; techniques for rehearsal and performance.

Mus 366 **Instrumental Conducting** **2 sem. hrs.**
Continuation of Mus 365, with emphasis on standard band and orchestral literature rehearsal procedures, and historical styles.

Mus 368 **Choral Conducting** **2 sem. hrs.**
Continuation of Mus 365; emphasis on choral literature, rehearsal procedures, and historical styles.

Mus 381-382 **Woodwind Ensemble** **1-1 sem. hr.**
Continuation of Mus 282.

Mus 383-384 **Brass Ensemble** **1-1 sem. hr.**
Continuation of Mus 284.

Mus 385-386 **Opera Workshop** **1-1 sem. hr.**
Continuation of Mus 286.

Mus 387-388 **Collegium Musicum** **1-1 sem. hr.**
Continuation of Mus 288.

Mus 389-390 **University Chorus** **1-1 sem. hr.**
Continuation Mus 290.

Mus 391-392 **University Chorale** **1-1 sem. hr.**
Continuation of Mus 292.

Mus 393-394 **Jazz/Lab Band** **1-1 sem. hr.**
Continuation of Mus 294.

Mus 395-396 **University Band** **1-1 sem. hr.**
Continuation of Mus 296.

Mus 397-398 **Madrigal Choir** **1-1 sem. hr.**
Continuation of Mus 298.

Mus 407-408 **Recital Hour** **0-0 sem. hrs.**
Continuation of Mus 308.

Mus 410 **Senior Recital** **0 sem. hrs.**
Required of all BM degree programs.

Mus 411 **Form and Analysis I** **2 sem. hrs.**
Formal and harmonic analysis of music from Wagner to the early 20th century neotonal composers. Prerequisite: Mus 212.

Mus 412 **Form and Analysis II** **2 sem. hrs.**
A study of mid-20th century music and its background. Prerequisite: Mus 212.

Mus 413-414 **Composition** **2-2 sem. hrs.**
Continuation of Mus 314. A work of 10 minutes minimum duration written for one or more major ensemble(s) is required. Prerequisite: Mus 314.

Mus 417-418 **Advanced Improvisation** **1-1 sem. hr.**
A contribution and refinement of techniques studied above with emphasis upon spontaneous creativity.

Mus 423-424 **Guitar Class** **1-1 sem. hr.**
Continuation of Mus 324.

Mus 425-426 **Major Instrument** **2-2 sem. hrs.**
Continuation of Mus 326.

Mus 427-428 **Major Instrument** **3-3 sem. hrs.**
Continuation of Mus 328.

Mus 437 **PreBaroque History** **2 sem. hrs.**
Music history and literature from antiquity through the Renaissance. Prerequisite: Mus 238.

Mus 438 **Contemporary History** **2 sem. hrs.**
Literature of the post-Romantic and Contemporary eras. Prerequisite: Mus 238.

Mus 443-444 **Piano Pedagogy Practice** **2-2 sem. hrs.**
Required of piano pedagogy majors. Practice teaching guided by the instructor. Prerequisite: Mus 341-342.

Mus 452 **Psychology of Music I** **3 sem. hrs.**
Acoustics of music: sound waves and their characteristics; vibratory sources of sounds; anatomy of the hearing process; theories on hearing, neural auditory connections to the cortex; the psychology of tone; nature of the aesthetic experience; tests of musicality and talent.

Mus 453 **Music Therapy V** **4 sem. hrs.**
The psychology of music. Affective response to music, perception of musical stimuli, physiological response to music, tests and measures in music, musical acoustics.

Mus 463-464 **String Ensemble** **1-1 sem. hr.**
Continuation of Mus 364.

Mus 465 **Clinical Training** **1 sem. hr.**
For music therapy cooperative program students.

Mus 467 **String Pedagogy** **1 sem. hr.**
A thorough analysis of the Suzuki method, volumes I and II. The students will begin their accumulation of professional materials for teaching, such as solo and ensemble music catalog, contest listings, theory programs, string orchestra lists. Each student will learn to make a bridge and sound post for his instrument, and to accomplish minor repairs.

Mus 481-482 **Woodwind Ensemble** **1-1 sem. hr.**
Continuation of Mus 382.

Mus 483-484 **Brass Ensemble** **1-1 sem. hr.**
Continuation of Mus 384.

Mus 485-486 **Opera Workshop** **1-1 sem. hr.**
Continuation of Mus 386.

Mus 487-488 **Collegium Musicum** **1-1 sem. hr.**
Continuation of Mus 388.

Mus 489-490 **University Chorus** **1-1 sem. hr.**
Continuation of Mus 390.

Mus 491-492 **University Chorale** **1-1 sem. hr.**
Continuation of Mus 392.

Mus 493-494 **Jazz/Lab Band** **1-1 sem. hr.**
Continuation of Mus 394.

Mus 495-496 **University Band** **1-1 sem. hr.**
Continuation of Mus 396.

Mus 497-498 **Madrigal Choir** **1-1 sem. hr.**
Continuation of Mus 398.

PHILOSOPHY

Phil 103 **Introduction to Philosophy** **3 sem. hrs.**
For course description see listing in common curriculum section.

Phil 200 **Informal Logic** **3 sem. hrs.**
This course will attempt to improve the student's ability to read with understanding, to develop the student's skill in giving and analyzing arguments in particular, and to develop an attitude of reasonableness in general. Topics will include informal fallacies, basic Aristotelian logic, and a non-technical logic which can replace symbolic logic in argument analysis. Especially recommended for non-philosophy majors desiring a rigorous course in practical logic.

Phil 201 **Introduction to Logic** **3 sem. hrs.**
An introduction to the structure of arguments, critical thinking in general, and philosophical argument in particular; including a study of the propositional calculus and Aristotelian logic.

Phil 300 **Metaphysics** **3 sem. hrs.**
Achieving an explicit awareness of the most basic and all pervasive datum of human experience, viz., the real is real only because it is, we discover how we come to know that which is. A study of the intrinsically analogical character of beings and our correspondingly analogical knowledge of them; the "structure" of the beings of our experience according to their actual and potential composition on three different levels and finally an explanation of the genesis of beings as be-ing.

Phil 302 **Ethics** **3 sem. hrs.**
An attempt to acquaint the student with certain fundamental ethical problems by contrasting the solutions proposed by the philosophies most influential on the contemporary American scene: subjectivism, cultural relativism, situationism, hedonism, moral sense theory, pragmatism, naturalism, natural-law theory, psychoanalysis, existentialism.

Phil 305 **Philosophy of Science** **3 sem. hrs.**
A critical examination of the methods, presuppositions, and concepts of modern and contemporary science. Methods of experimental inquiry; laws, theories, and theoretical explanation, problems of inductive reasoning.

Phil 306 **Philosophy of Physical Nature** **3 sem. hrs.**
A systematic and historical survey of the major problems and concepts of cosmology. Special emphasis on relations, matter, motion, body, energy, space, time, and relativity.

Phil 307 **Epistemology** **3 sem. hrs.**
An historical and problematic approach to the problems of knowledge, with emphasis on various individual responses to key issues (perception, truth, meaning, universals, induction, a prior knowledge, etc.), on historical and contemporary trends which can be marked off in terms of certain general types of response to such issues, and on general philosophic, social and scientific contexts which provide the backdrop for such general modes of response.

Phil 309 **History of Ancient Philosophy** **3 sem. hrs.**
The influence of prerational mytho-poetic experience of primitive man on the beginnings of western rational thought. The preSocratics, Plato, Aristotle, the Epicureans, Sceptics, Stoics, Plotinus, and early Christian thought.

Phil 310 **Survey of Medieval Philosophy** **3 sem. hrs.**
An historical study of the main ideas of the Medieval period from St. Augustine to the Renaissance. Main figures treated: Auqustine, Boethius, Scotus Erigena, Abelard, Avicenna, Roger Bacon, Bonaventure, Aquinas, Duns Scotus, Ockham, and Master Eckhart.

Phil 311 **History of Modern European Philosophy** **3 sem. hrs.**
Readings from original works of Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, and Kant. Discussion.

Phil 312 **Contemporary Philosophy** **3 sem. hrs.**
Hegelian idealism, Marxism, Bergonism, Husserlian phenomenology, existential phenomenology; pragmatism (emphasizing John Dewey), logical atomism (G. E. Moore, Bertrand Russell), linguistic analysis (Wittgenstein, the Oxford Cambridge schools), logical empiricism (Carnap, and Ayer); American realisms; Whitehead, neorealism (Perry) and critical realism (George Santayana).

Phil 313 **Philosophy of Art** **3 sem. hrs.**
An inductive study of aesthetic experience, leading to an analysis of the concept of beauty in nature, art in general, and each of the major arts. Reflections on art and life.

Phil 315 **Special Problems in Philosophy: Tutorial** **3 sem. hrs.**
Course content varies. Prerequisite: permission of chairman of Department or instructor.

Phil 316 **Philosophy of History** **3 sem. hrs.**
A consideration of the problems of knowledge in history, including the problems of the nature of history, historical truth, explanation, and objectivity. Also a consideration of some of the principal general theories of historical development.

Phil 318 **Social and Political Philosophy** **3 sem. hrs.**
An inquiry into the origin, nature, and necessity of political order. Problems to be treated will be: the relation of the individual to the social and political whole, the origin, nature, and just use of political authority, the nature of rights and duty, the problem of freedom, the philosophical prerequisites of a 'just' political order. Major works from Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, Marx, and Marcuse will be studied.

Phil 320 **Existentialism** **3 sem. hrs.**
A treatment of the characteristic existentialistic themes as exemplified in the writings of Kierkegard, Nietzsche, Heidegger, Jaspers, Marcel, and Sartre.

Phil 328 **Current Philosophy** **3 sem. hrs.**
A study of the chief lights of the analytical movement (both ordinary-language philosophy and logical positivism) and of the phenomenological movement. Main figures treated will be Russell, Moore, Austin, Ryle, Ayer, Husserl, Cassirer.

Phil 350 **American Philosophy** **3 sem. hrs.**
A study of the philosophies of Peirce, James, Dewey, Royce, Santayana, Mead, Lewis, and Whitehead, with emphasis on the emergence of classical American philosophy as a response to philosophic, social, and scientific developments, the general features which unify it, and the characteristics which mark off various movements within it. (Idealism, Pragmatism, etc.)

Phil 352 **Phenomenology** **3 sem. hrs.**
This course will treat the problems which gave rise to contemporary phenomenology and some of the main figures in the different phases of phenomenology: Husserl, Scheler, Heidegger, Merleau-Ponty, Satre, and Ricoeur.

Phil 353 **American Idealism** **3 sem. hrs.**
An attempt to trace historically the tendency of American thinkers to assimilate religious and esthetic experience. The following philosophers will be treated: Edwards, Emerson, Peirce, James, Royce, Dewey, Santayana, and Whitehead.

Phil 354 **American Pragmatism** **3 sem. hrs.**
A study of the philosophies of Charles Peirce, William James, John Dewey, G. H. Mead, and C. I. Lewis, with emphasis on philosophical, social, scientific, and mathematical developments influential in the growth of pragmatism, the general structure of pragmatism as a philosophical system, and the individual differences within this common general structure.

Phil 355 **Modern Rationalism** **3 sem. hrs.**
A study of the modern rationalist endeavor in philosophy to give a systematic and exhaustive account of reality, or to establish the identity of rationality and reality. Major works of rationalists from the 17th to the early 19th century will be read: Descartes, Hobbes, Spinoza, Leibniz, Hegel.

Phil 356 **British Empiricism** **3 sem. hrs.**
A study of the major philosophical texts of the British empiricists, with particular emphasis on the works of Locke, Berkeley, and Hume.

Phil 357 **Philosophy of Language** **3 sem. hrs.**
An examination of the concept and phenomenon of language, the origin of language, the nature of symbols and myth, theories of meaning and the relationship of language to reality.

Phil 363 **Man and Knowledge** **3 sem. hrs.**
A value-oriented introductory approach to the main problems concerning man in general and human knowledge in particular, with much attention given to philosophical method. Recommended for seminarians.

Phil 364 **Being and God** **3 sem. hrs.**
A philosophical reflection on the questions of the existence of God, his nature and his relationship to the world in the light of a metaphysics of being. Includes readings pro and con on all important positions together with much serious discussion. Recommended for seminarians.

Phil 389 **The Philosophy of Death and Immortality** **3 sem. hrs.**
An historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principle authors to be studied: Plato, Aristotle, Averroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Beros, and Maritain.

Phil 390 **Interdisciplinary Seminar** **3 sem. hrs.**
The relationship of philosophy to other academic disciplines. Course content varies.

Phil 398 **Seminar: Major Author** **3 sem. hrs.**
The seminar will consist in an in-depth analysis of the thought of a major philosopher. Course content varies. Prerequisite: permission of instructor.

PHYSICS

Phys 100 **Seminar** **1 sem. hr.**
Regular meetings, obligatory for all physics majors. Topics covered in these meetings include: reports by students on individual projects, digest of published scientific literature, demonstrations of special equipment and techniques, reports on departmental activities.

Phys 103 **Introduction to Physics** **4 sem. hrs.**
For course description see listing in common curriculum section.

Phys 105 **Physics of Communications** **3 sem. hrs.**
This course will present a descriptive, nonmathematical introduction to the basic physical principles underlying communication technology. The many properties of waves, (light, sound, and electromagnetic) and the part they play in various communication systems will be developed in detail. Demonstrations of the phenomena will be presented to help the student grasp the more difficult material and become familiar with some of the equipment used in the electronics industry.

Phys 107 **Popular Electronics** **3 sem. hrs.**
A course designed for anyone who would like to become familiar with the basic areas of electricity and electronics. Some of the topics covered will be circuits, transistors, oscillators, transducers, receivers, integrated circuits, optoelectronics and security systems. Prerequisite: one year of college mathematics.

Phys 111-112 **Basic Physics** **5-5 sem. hrs.**
A one year introductory course in physics organized about the great theories of physics: mechanics, thermodynamics, electromagnetism, relativity, and quantum mechanics. It is intended for students whose major fields of concentration are chemistry, mathematics, or physics as well as for pre-engineering students. Three lectures, one laboratory, and one review session each week. Corequisite: Math 257-258.

Phys 172-173 **Project Physics Course** **3-3 sem. hrs.**
This is a unified lecture-laboratory course. Although the most distinctive feature of the course is the humanistic approach to the broad understanding of physics emphasizing its cultural, historical, and philosophical aspects, Project Physics' approach to the laboratory is also unique. Multi-media are used extensively in lecture and in the laboratory. Concepts may be learned through a variety of approaches: the film strip, the overhead projector, the super-8 film loops, the reader, paper and pencil problem solving, and a host of others.

Phys 180 **FCC Electronics** **3 sem. hrs.**
A one semester course on the fundamentals of electronics for the purpose of enabling communications students to understand the electronics equipment they customarily use and to prepare themselves for Federal Communications Commission examinations towards radiotelephone licenses. There are no prerequisites, as the course begins with very fundamental aspects of electricity and prog-

resses through amplifier, transmitter, receiver, and antenna theory and practice. A second semester lab-oriented continuation of the course may be offered depending on the need.

Phys 201-203 General Physics **4-4 sem. hrs.**
The principles of mechanics, heat, sound, light, magnetism, electricity, and fundamentals of atomic physics. In presenting these topics the special interests of the biological sciences and the general education groups are kept in view. Three lectures and one laboratory session each week. A knowledge of algebra and trigonometry is required.

Phys 204 Modern Physics Ideas **3 sem. hrs.**
A lecture course on the ideas of modern physics, in particular relativity and quantum theory, stressing the esthetics of the theories and their impact on thought in other fields. The orientation of the course is essentially verbal and little or no computational mathematics is required.

Phys 221 Electricity and Magnetism **3 sem. hrs.**
A detailed development and application of the laws of electromagnetism and an introduction to vector calculus culminating in the statement of Maxwell's equations. Three lectures and one review session each week. Prerequisite: Phys 112; corequisite: Math 259.

Phys 222 Optics **3 sem. hrs.**
An integrated course treating the many important systems in physics described by oscillatory or wavelike motions. Some of the topics covered are free and forced vibrations of coupled systems, electromagnetic waves, interference and diffractions. Three lectures and one review session each week. Prerequisite: Phys 112; corequisite: Math 260.

Phys 223-224 Introductory Electronics **3-3 sem. hrs.**
A two semester lecture-laboratory course treating circuit theory and the properties of electronic tube and solid state devices. Two lectures and one laboratory each week. Prerequisite: Phys 112, corequisite: Math 259.

Phys 240-241 Special Projects **1-1 sem. hr.**
Introduction to tools and skills useful to undergraduate physics and pre-engineering students. Includes elementary computer programming, glass blowing, use of shop tools (lathe, drill press, mill, etc.), low temperature techniques, and basic integrated circuit technology.

Phys 298 Astronomy **3 sem. hrs.**
A first survey course in astronomy. Special emphasis is placed on the historical (practical) aspects as well as the recent discoveries and theories.

Phys 340-341 Special Projects **1-1 sem. hr.**
Prerequisite: Phys 240-241.

Phys 347 Advanced Electronics **3 sem. hrs.**
Topics and experiments covering the theory, design, and evaluation of selected circuits and systems with special emphasis on solid state circuitry. Two lectures and one laboratory session per week. Prerequisite: Phys 223-224.

Phys 350-351 Theoretical Physics I **3-3 sem. hrs.**
A unified lecture course covering the theoretical aspects of classical and modern physics. Topics especially emphasized include classical mechanics and introductory quantum mechanics. Corequisite: Math 381.

Phys 353 Thermal Physics **3 sem. hrs.**
An intermediate level single semester course starting with discussion and applications of the first and second laws of thermodynamics. An introduction to statistical mechanics is presented with applications of Boltzman, Fermi-Dirac, and Bose-Einstein distributions. Prerequisite or corequisite: Phys 350.

Phys 355 Solid State Physics **3 sem. hrs.**
An advanced level, single semester course stressing theory of solid state physics including statistics, classical and quantum, energy levels, metals, semi-conductors, electrical and magnetic effects in solid. Prerequisite: discretion of instructor.

Phys 357 Nuclear Physics **3 sem. hrs.**
An advanced level, single semester course stressing quantum mechanics, nuclear energy levels, nuclear theory, particles, high energy devices, detectors. Corequisite: Phys 351.

Phys 360-361 Advanced Theoretical Physics **3-3 sem. hrs.**
A continuation of the theoretical physics sequence stressing electromagnetic field theory, quantum mechanics, and relativity. Three lectures each week. Prerequisite: Phys 350-1.

Phys 370-371-372 Advanced Physics Laboratory **2-2-2 sem. hrs.**
An advanced lab with minimum supervision with the objectives of training students to be self reliant and resourceful in planning and performing experiments not ordinarily performed at the elementary level. Research grade equipment is used and students may select their choice of experiments from one or more of the following disciplines; mechanics, optics, thermodynamics, acoustics, atomic physics, solid state physics, spectroscopy, and electronics. One laboratory session each week.

Phys 374-375-376 Research **2 to 3 sem. hrs. each**
Physics majors who have demonstrated exceptional promise in either theoretical or experimental physics will be allowed to concentrate in their speciality. This course may be taken during the summer as part of our undergraduate research participation program, or as part of the senior's academic year studies. Program and credit must be determined in each individual case.

Phys 380-381 Special Projects **1-1 sem. hr.**
Prerequisite: Phys 340-341.

POLITICAL SCIENCE

PolSc 101 Introduction to American Government **3 sem. hrs.**
Structure, development, powers, and limits of the federal government; underlying principles and relationships of executive, legislative, and judicial departments; organization, functions, and powers of various branches and bureaus of government, revenues, expenditures, and debts; federal regulation and control.

PolSc 105 **Underclass Honors Course** **3 sem. hrs.**
Problems of inquiry in the field of political science.

PolSc 112 **Politics and Film**
The basic premise of this course is that films can no longer be thought of purely as entertainment or art (or occasionally both). Films also reflect the currents and attitudes in a society, particularly its attitudes toward the allocation and achievement of the society's ends — in short its politics. Cinema does not exist in a state of innocence, untouched by the world; it also has a political content, whether conscious or unconscious, hidden or overt. This course will examine the general relationship between politics and film. Specifically, the course will examine films from revolutionary Russia, Weimar Germany, and America in the 1930s and/or 1940s. The course will conclude with examples of contemporary political and ideological themes in the world film.

PolSc 201 **European and Comparative Government I** **3 sem. hrs.**
Comparative politics theory — the exploration of cross national categories for political analysis. Great Britain: the origin of the British Constitution; the crown, parliament, political parties, and interest groups. France: The heritage of the revolution and subsequent political structures; special emphasis on the politics of the Fifth Republics. British-French systems compared.

PolSc 202 **European and Comparative Government II** **3 sem. hrs.**
GERMANY: historical backgrounds; the Hohenzollern Empire (1871-1918); the Weimar Republic (1918-1933); national socialism (1933-1945); allied occupation and control; rebirth of German political life and its progress to date. Soviet Union: historical and theoretical background to the 1917 communist revolution; Lenin and consolidation; Stalin and his successors in power; the Soviet government in theory and practice today. An introduction to Chinese politics.

PolSc 225 **Introduction to Administrative Process** **3 sem. hrs.**
The nature and role of public administration in contemporary America. Special emphasis is given to the values and political influences which shape modern administration.

PolSc 250 **Introduction to State and Local Politics** **3 sem. hrs.**
An examination of the role of the states and localities in the American federal system. Special emphasis is placed on their political cultures and styles, their policy-making inspirations, and the changes reshaping their place in the American system of government.

PolSc 275 **Introduction to Urban Politics** **3 sem. hrs.**
The governmental and political life of urban America. The major problems and prospects of the urban areas are examined with attention to the political feasibility of various reform proposals.

PolSc 301 **Constitutional Law I** **3 sem. hrs.**
The origins of constitutionalism and the framing of the American Constitution; the nature and scope of judical review; the sources and nature of national legislative power (implied powers and the necessary and proper clause; the commerce power from Marshall to Warren; other sources of national power); State power to regulate; development of substantive due process and the regulation of economic and property interests; introduction to the nature and scope of fourteenth amendment due process.

PolSc 302 **Constitutional Law II** **3 sem. hrs.**
An in-depth examination of individual rights and liberties, with emphasis on developments since 1937. Includes: The rights of the accused; freedom of expression and association; freedom of religion; equality under the law; developments in civil rights (includes discussion of the concept of state action and congressional enforcement of civil rights).

PolSc 304 **Minority Groups' Politics** **3 sem. hrs.**
An examination of the major minorities in America and their relationship to the political system. Blacks, indians, women, and students receive special emphasis as representative minorities.

PolSc 305 **Political Parties and Pressure Groups** **6 sem. hrs.**
The party system, theory and practice on national, state, local level. Party organization. Nominations. Conventions. Campaign techniques. Elections. Voting Behavior. The principal pressure groups. Methods used to mobilize public opinion. Influence of pressure groups on various branches of government. Influence of parties and pressure groups on public administration and bureaucracy.

PolSc 311 **International Relations I** **3 sem. hrs.**
A comprehensive, systematic study of the fundamental principles that govern international politics. Significant concepts that are dealt with include: international law; elements of power and the dynamics of international relations, techniques of foreign policy; revolution and the cold war, international economics, collective security.

PolSc 312 **International Relations II** **3 sem. hrs.**
Examination of some of the more basic international issues — political, economic, and psychological — of the contemporary world. Emphasis on the sources of US conduct, Soviet conflict management, problems of imperialism and colonialism, the quest for peace, the unity of the west, the west and the world. Discussion of current international events.

PolSc 313-314 **History of Political Thought**
A survey of political thought from ancient times to the present. The first semester discusses political thinkers from the pre-Socratics through Machiavelli. The second semester discusses political thinkers from Hobbes through a survey of representative 20th century thinkers. Special emphasis is placed upon an analysis of the past that can contribute to an understanding of the present.

PolSc 317 **International Law and Organization** **3 sem. hrs.**
This course is designed to examine patterns of legitimacy and communitarian behavior in the international system. Particular attention will be given to the relationship between international law and contemporary international organizations such as the UN. Current theories of international cooperation such as functionalism, regionalism, and integration will be explored, as will problems of international law such as skyjacking, colonialism, etc.

PolSc 331 **Political Behavior** **3 sem. hrs.**
Empirical and quantitative methods applied to the study of political activity; voting behavior, party identification, political values, and motivation.

PolSc 340 **Public Opinion** **3 sem. hrs.**
Opinion formation, measurement, change, and the relationship between opinions and public policy are examined in this course.

PolSc 351 **Latin American Politics and Government** **3 sem. hrs.**
A study of the evolution of Latin American politics and government from the colonial origins to the present. Includes concentration on specific problems which originate in the colonial period and remain characteristic of Latin American society today: land reform, the establishment of permanent political parties, social stratification, the assimilation of foreign and native elements, and the effects of United States policy upon the area.

PolSc 373 **Congressional and Presidential Politics** **3 sem. hrs.**
Analysis of the policy process within the legislative and executive systems including the effects of environmental factors on policy and the patterns of interaction between the legislative and executive branches in the American political system.

PolSc 390 **Bureaucracy and Public Policy** **3 sem. hrs.**
The growth of bureaucracy; its latent and manifest functions; its structure; elements of decision-making theory.

The following courses in political science are designed primarily for majors and presuppose a background in the field. Nonmajors may take these courses with the permission of the instructor.

PolSc 391 **Seminar in Political Theory** **3 sem. hrs.**

PolSc 392 **Seminar in State and Local Politics** **3 sem. hrs.**

PolSc 393 **Seminar in Metropolitan Politics** **3 sem. hrs.**

PolSc 394 **Seminar in American Politics** **3 sem. hrs.**

PolSc 396 **Seminar in Political Power** **3 sem. hrs.**

PolSc 397 **Seminar in Comparative Politics** **3 sem. hrs.**

PolSc 399 **Independent Studies in Political Science** **3 sem. hrs.**

PSYCHOLOGY

Psyc 101 **Introductory Psychology** **3 sem. hrs.**
Survey of the major fields of psychology. Prerequisite for all other psychology courses.

Psyc 150 **History of Psychology** **3 sem. hrs.**
Study of significant individuals and concepts in the emergence of psychology as an independent discipline and a contemporary science. Prerequisite: Psyc 101.

Psyc 180 **Psychology of Self-Control** **3 sem. hrs.**
This applied course, designed for the student who is not majoring in psychology, applies behavior modification to self-management in a variety of settings. May not be counted by psychology majors as fulfilling major course requirements. Prerequisite: Psyc 101.

Psyc 200 **Psychology of Personal Adjustment** **3 sem. hrs.**
Good personal adjustment is defined as effective solution of individual problems and creation of a viable system of personal values. The constraints and conditions effecting these behaviors are examined.

Psyc 201 **Introduction to Research** **3 sem. hrs.**
Application of scientific methods to psychology with emphasis on designing research and report writing. Prerequisite: Psyc 150.

Psyc 202 **Statistics and Methods** **3 sem. hrs.**
Principles of data collection, analysis, and interpretation with emphasis on set theory, probability, and statistical inference. Prerequisite: Psyc 201.

Psyc 301 **Intermediate Statistics** **3 sem. hrs.**
Foundations of statistical inference. Parametric and nonparametric techniques. Prerequisite: Psyc 201.

Psyc 303 **Experimental Design** **3 sem. hrs.**
An intensive treatment of the major techniques of design and analysis of experiments in psychology, with an emphasis on factor analysis. Prerequisite: Psyc 301.

Psyc 308 **Psychology of Learning** **3 sem. hrs.**
Contemporary theories and problems of learning. Prerequisite: Psyc 201. Three hrs. lecture and two hrs. lab.

Psyc 309 **Motivation and Emotion** **3 sem. hrs.**
Survey of contemporary theories and problems.

Psyc 310 **Personality** **3 sem. hrs.**
Survey of major theories and research in personality dynamics.

Psyc 311 **Sensation and Perception** **3 sem. hrs.**
An intensive review sensory processes and perceptural organization. Prerequisite: Psyc 201. (Three hrs. lecture and two hrs. lab).

Psyc 312 **Social Psychology** **3 sem. hrs.**
Psychological nature of society and social interaction; individual and group relationships; factors influencing group behavior.

Psyc 320 **Mastery Learning** **3 sem. hrs.**
An intensive treatment of the application of principles of learning to education. Emphasis is on clear definition of terminal behaviors and effective management of contingencies in educational settings. Laboratory work required.

Psyc 321 **Experiments in Human Learning** **3 sem. hrs.**
A laboratory course requiring the student to design and carry out original research in human learning and to report research in appropriate professional format. Prerequisites: Psyc 320 and Psyc 202.

Psyc 325 **Experimental Social Psychology** **3 sem. hrs.**
A laboratory course requiring the student to design and carry out original research in social psychology and to report research in appropriate professional format. Prerequisite: Psyc 312

Psyc 330 **Developmental Psychology** **3 sem. hrs.**
Development of behavior and psychological activity through the prenatal period, infancy, childhood, adolescence, maturity, and old age.

Psyc 336 **Abnormal Psychology** **3 sem. hrs.**
A description of psychopathology and current theories of etiology and therapy. Prerequisite: Six hrs. of psychology.

Psyc 338 **Psychological Tests and Measurements** **4 sem. hrs.**
Principle and practice of basic psychological testing. Theory of measurement; test construction; reliability and validity. Prerequisites: Psyc 201, and either Psyc 310 or 336. Three hrs. lecture and three hrs. lab.

Psyc 340 **Psychology of the Mentally Retarded** **3 sem. hrs.**
An introduction to mental retardation with special emphasis on aetiology and typology and on methods of treatment.

Psyc 341 **Criminal Delinquent Behavior** **3 sem. hrs.**
A behavioral science interpretation of the variables which govern the occurrence of criminal and delinquent behavior, together with some detailed consideration of techniques for their control and modification.

Psyc 342 **Introduction to Counseling** **3 sem. hrs.**
Survey of principles and techniques of psychological counseling.

Psyc 350 **Psychology of Abnormal Behavior** **3 sem. hrs.**
An advanced course treating abnormal behavior scientifically with stress on behavioral and physiological approaches. Review of current literature and critical evaluation of it is required. Prerequisites: Psyc 308 and Psyc 390

Psyc 356 **Practicum in Applied Psychology** **3 sem. hrs.**
Supervised field-placement in local programs for mental health and other applied fields. Carried out by contract with local agencies under supervision by departmental staff. Advanced standing and appropriate course background strictly required. Admission only by permission of instructor.

Psyc 375 **Personnel Selection** **3 sem. hrs.**
Practical use and selection of tests and other measures in the employment situation. Measurement theory and criterion development. Prerequisite: Psyc 201 or equivalent. (Three hrs. lecture and two hrs. lab).

Psyc 380 **Psychopharmacology** **3 sem. hrs.**
A survey of the physiological and behavioral aspects of drugs. Emphasis is on the research on drug action and the effects of drugs on individual and social behavior. Some chemistry or biology background usually required. Admission only be permission of the instructor.

Psyc 385 **Industrial Psychology** **3 sem. hrs.**
Applications of psychological principles to human problems in industrial situations. Individual needs and motives as they affect group achievement.

Psyc 390 **Physiological Psychology** **4 sem. hrs.**
Investigation of relationship between physiological structures and behavior. Three hrs. lecture and three hrs. lab.

Psyc 392 **Language and Communication** **3 sem. hrs.**
A systematic examination of language and communications behavior which emphasizes recent research and theory in psycholinguistics, sociolinguistics, and ethnolinguistics.

Psyc 393 **Comparative Psychology** **3 sem. hrs.**
A comprehensive survey of animal behavior as it relates to behavioral taxonomies, ethology, and behavioral genetics. Prerequisite: Psyc 201.

Psyc 394 **Seminar in Psychology** **3 sem. hrs.**
The content of this course varies semester to semester. Topics include: behavior therapy, attitude scale construction, psychopathology, psycholinguistics, etc.

Psyc 395 **Independent Readings** **3 sem. hrs.**
Research and readings on selected topics. Open only to second semester junior and senior majors and with permission of the chairman.

Psyc 396 **Human Learning** **3 sem. hrs.**
An investigation of current problems and types of human learning.

Psyc 398 **Senior Research Thesis** **1 sem. hr.**

Psyc 399 **Senior Research Thesis** **2 sem. hrs.**

RELIGIOUS STUDIES

RelSt 125 **The Bible as Literature-Old Testament** **3 sem. hrs.**
Origin of the Bible as the literature of Israel: ballad, folklore, epic, the prophetic movement, the sapiential writings, the apocalyptic. The demythologizing process: biblical secularity. Remythologizing: the role of the Old Testament as literature, evoking experience. Workshop on the major thematic cycles, the psalms, the prophetic oracles, the apocalyptic visions.

RelSt 135, 136, 137 **Biblical Hebrew** **3 sem. hrs.**
Grammar and language of the Old Testament studied in biblical texts; textual criticism and the critical apparatus of the Biblia Hebraica.

RelSt 138, 139, 140 **Biblical Greek** **3 sem. hrs.**

RelSt 155 **The Bible as Literature-New Testament** **3 sem. hrs.**
The emergence of the New Testament from the Christian experience. Literary analysis of the Gospels and St. Paul; from criticism. Workshop on the Parables, the *Flesh-Spirit* antithesis of St. Paul, the Joannine *signs*.

RelSt 185 **Introduction to Systematic Theology** **3 sem. hrs.**
A study of the nature of theology as the thematization of faith-experience. The relationship between philosophy and theology. A treatment of selected christian doctrines: creation, incarnation, trinity, grace, eschatology, and Christian anthropology.

RelSt 186 **Theology of Vatican II** **3 sem hrs.**
A study of the changes in Roman Catholicism since Vatican II; why they occurred and what fundamental shifts were behind the change. Specific attention will be given to the place and function of the Church in the modern world.

RelSt 212 **History of Theology I** **3 sem hrs.**
Pre-Reformation Christian theology: the development of the Catholic tradition from the post apostolic age down to the eve of the Reformation. Required for all majors.

RelSt 213 **History of Theology II** **3 sem.hrs.**
The development of Christian thought from the Reformation through the modern period; the 19th century and the rise of historical consciousness and its theological implications; Vatican II. Required for all majors.

RelSt 214 **Introduction to Theological Ethics** **3 sem. hrs.**
Required for all majors.

RelSt 226 **The Psalms of the Old Testament** **3 sem. hrs.**

RelSt 231 **St. Paul — His Writings and His Theology** **3 sem. hrs.**
A study of the writings and the theology of St. Paul in their original context and in the context of Christianity in the 20th century.

RelSt 233 **The Synoptic Gospels** **3 sem. hrs.**
Study of the gospels of Matthew, Mark, Luke. A consideration of the synoptic problem and the theological pluralism found in the synoptics.

RelSt 235 **St. John — His Writings and His Theology** **3 sem. hrs.**
A study of the Joannine writings and theology in their original context and in the context of Christianity in the 20th century.

RelSt 236 **The Gospels and the Historical Jesus** **3 sem. hrs.**
The problem of the Christ of faith and the historical Jesus of Nazareth. Literary criticism of the documents; source, form and redaction criticism. Study of the post-Bultmannians. Seminar for majors.

RelSt 237 **The Theology of Christ** **3 sem. hrs.**
A historico-theological study of the Christology of the early church fathers, the councils, and contemporary theologians.

RelSt 238 **Religions of Greece and Rome** **3 sem. hrs.**
This course will explore the religious phenomena of the Greco-Roman world against the changing cultural and social background. Special emphasis will be given to the mystery religions, religious syncretism, and the challenge to organized religion from philosophy.

RelSt 240 **History of the Church: The Primitive Church** **3 sem. hrs.**
Taught in collaboration with the Department of History. Same description as Hist 304.

RelSt 243 **(400 to 1200 A.D.) History of the Church: The Early Middle Ages** **3 sem. hrs.**
Taught in collaboration with the Department of History. Same description as Hist 311.

RelSt 252 **Liberation Theology**
This course seeks an understanding of the individual and communal experience of religious liberation. Beginning with the Hebrews' exodus from Egypt, then moving to the return from exile as prophecied in Isaiah, the Jewish feast of Passover, and the passing of Jesus from death to life, we will examine the basis for contemporary liberation theology.

RelSt 253 **History of Ethics I** **3 sem. hrs.**
A general survey of ethical theory. Thinkers to be included are the Sophists, Socrates, Aristotle, Epicureans, Stoics, Augustine, Aquinas, Hobbes, Butler, Hume, Kant, Bentham, Schopenhauer, and Mill.

RelSt 254 **History of Ethics II** **3 sem. hrs.**
A representative sampling of major contributions to ethical theory in the twentieth century, drawn mainly from Anglo-American sources. Lectures and discussions will emphasize the historical emergence of distinctive premises and methodologies, and will consider their relevance to traditional Christian principles and values. The authors directly studied will be Bradley, Nietzsche, Moore, Sumner, Prichard, Dewey, Buber, Perry, Wittgenstein, Ross, Ayer, Stevenson, Nowell-Smith, and Rawls.

RelSt 270 **The Theology of Hope** **3 sem. hrs.**
Theology and futuristics, man as a being refined by hope, the prolepsis of a new world, hope as a revolutionary factor, the impact of the eschatological today.

RelSt 303 **Sociology of Religion** **3 sem. hrs.**
Taught in collaboration with the Department of Sociology. Same description as Soc 306.

RelSt 320 **The Protestant Reformation** **3 sem. hrs.**
Taught in collaboration with the History department. Same description as Hist 320.

RelSt 323 **History of the Church: The Catholic Church in the 19th Century** **3 sem. hrs.**
Taught in collaboration with the Department of History. Same description as Hist 333.

RelSt 327 **History of the Church: The Catholic Church in the US (1565-1950)** **3 sem. hrs.**
Taught in collaboration with the Department of History. Same description as Hist 211.

RelSt 335 **The Church** **3 sem. hrs.**
The Church as mystery and human institution; Post Vatican II ecclesiology; church and world; church and churches; church and the world religions.

RelSt 337 **Sacraments of Healing** **3 sem. hrs.**
A study of the history of penance and the anointing of the sick along with a consideration of the revived theologies of these two sacraments and their new, revised rites.

RelSt 339 **Sacramental Theology** **3 sem. hrs.**
A study of select questions. Church as sacrament. Seven sacraments as ecclesial symbols. Nature of sign and symbol. Symbolic causality. Sacraments and secular life. Transignification. NonRoman Catholic sacraments.

RelSt 341 **Introduction to Religious Education** **3 sem. hrs.**
Course designed especially for those interested in the teaching of religion. General history of catechetics. Study of the recent catechetical directories and the new catechisms. Teaching methods.

RelSt 345 **Comparative Religion I: Primitive Religions** **3 sem. hrs.**
An analysis of man and his experience of the deity in primitive times. An inquiry into the religions of the Babylonians, Egyptians, Persians, Pre-Columbian America, Teutons, Celts, Slavs, Greeks, and Romans.

RelSt 346 **Comparative Religion II: Eastern Religions**
A study of the psychological and socio-cultural nature of the religious experience found in India, China, Japan, Islam, and ancient and modern Judaism.

RelSt 347 **Near Eastern Religions** **3 sem. hrs.**

RelSt 349 **The Religions of Ancient Greece and Rome** **3 sem. hrs.**
Study of religious beliefs and experiences of the ancient Greeks and Romans, examining the various aspects and developments of their theologies from the aboriginal chtonic cults, the olympian pantheon, the mysteries, and orphism to the personal religion of Socrates and the philosophical religion of the Stoics.

RelSt 352 **Contemporary Judaism** **3 sem. hrs.**
Study of orthodox and reformed Judaism in today's world; Jewish-Christian relations; the state of Israel. Taught in collaboration with the Jewish Chautauqua Society.

RelSt 370 **The Christian Philosophy of Thomas Aquinas** **3 sem. hrs.**
This course will investigate the theism of Thomas Aquinas in comparison with selected contemporary thesis.

RelSt 371 **The Christian God** **3 sem. hrs.**
Study of the problem of belief in modern times, the process of secularization and the death of God phenomenon, the effort of reformulate God-talk in terms of process thought, and the triune God of Christianity.

RelSt 389 **The Philosophy of Death and Immortality** **3 sem. hrs.**
This course will attempt an historical survey of the thought of important philosophers on the problem and meaning of death and immortality. Principal authors to be studied are: Plato, Aristotle, Avverroes, Aquinas, Descartes, Hume, Kant, Schopenhauer, Nietzsche, Scheler, Whitehead, Heidegger, Rahner, Boros, and Maritian. The course will be conducted as a seminar and will be limited to 20. Each student will be expected to conduct a class discussion on some author not treated in class.

RelSt 395 **Music as Value** **3 sem. hrs.**
An approach to philosophical and theological thinking through the experience of the arts, and specifically the art of music. The psychology of creativity, the correlation of various artistic expressions, the structure and personalistic implications of music, both that of western and non-western traditions.

RelSt 397 **Philosophy of Religion** **3 sem. hrs.**
A study of the philosophical problems raised by man's religious experience. This will include a brief survey of major world religions to clarify common characteristics of the phenomena of religion as it has historically appeared. The course will conclude with an investigation of religious experience on the personal or individual level with the accompanying problems: belief, relationship of religious subjects to religious object, the verification of the religious experience. Seminar for majors.

RelSt 405 **American Religious Philosophy** **3 sem. hrs.**
An attempt to trace historically the tendency of American thinkers to assimilate religious and esthetic experience. These philosophers are treated: Edwards, Emerson, Peirce, James, Royce, Dewey, Santayana, and Whitehead.

RelSt 408 **Major Seminar in Christian Ethics** **3 sem. hrs.**
A study of the idea(s) of love in western Christian theological ethics. Preliminary research will examine outstanding biblical and classical conceptions of love and the principal ways in which these have been combined or opposed in Christian theological syntheses. Subsequent discussion will consider whether or not there is a distinctively Christian idea of love having both theoretical and practical importance for Christian understanding and behavior.

RelSt 415 **Christian Humanism** **3 sem. hrs.**
This course is an approach to the theology of history as seen principally through the works of Christopher Dawson and Jacques Maritain.

RelSt 447 **Twentieth Century Religious Thought** **3 sem. hrs.**
A religious studies analysis of the basic features of the contemporary God-problem; the bearing of the secularization process and present day theories of knowledge of God-talk; a sampling of the varying accommodations of contemporary religious thinkers to the secular Geist will be examined as well as more recent efforts to situate and articulate the human experience of the transcendent.

RelSt 456 **Sources and Development of the Spirituality of Ignatius Loyola** **3 sem. hrs.**
An historical and ascetical approach to the insights and spirituality of Ignatius Loyola, Jesuit founder, with special emphasis given to the counter-reformation and the significance of his thought in the modern period.

RelSt 495 **Independent Study** **3 sem. hrs.**

RUSSIAN

(see Modern Foreign Languages)

SOCIAL WORK

SocW 101 **Introduction to Social Work** **3 sem. hrs.**
An overview of the social welfare system that traces the historic roots of social welfare policy as related to the origins and growth of the social work profession. Emphasis on contemporary social services and professional social work. Taught at Xavier University.

SocW 201 **Social Welfare as an Institution** **3 sem. hrs.**
An examination of the inter-relationship between the social welfare institution and the social structure. An appraisal of the various social and economic philosophies that have influenced social welfare planning, policy and programs. Taught at Xavier University.

SocW 203 **History of Social Welfare** **3 sem. hrs.**
Historical perspectives of the establishment of social welfare as a function of society. The English, colonial, 19th, and 20th centuries social welfare developments are considered. Specific legislation and societal conditions (economic, political, social) are explored. Taught at Xavier University.

SocW 206 **Social Work and Drug Abuse** **3 sem. hrs.**
See Socl 206.

SocW 301 **Human Growth and Development** **3 sem. hrs.**
Presents several different theories of personality development. Emphasis is placed on the total life cycle of the individual. Taught at Dominican College.

SocW 302 **Principles and Methods of Social Work** **3 sem. hrs.**
An introduction to the basic concepts and principles of the helping methodologies in the field of social work. Special attention is given to values, helping roles, communication and interviewing skills. Taught at Dominican College.

SocW 311 **Families in Crisis** **3 sem. hrs.**
See Socl 311.

SocW 315 **Youth and Adolescence: Social Welfare Perspectives** **3 sem. hrs.**
See Socl 315.

SocW 317 **Small Group Dynamics** **3 sem. hrs.**
See Socl 317.

SocW 401-402 **Field Experience** **4-4 sem. hrs.**
Involves the student in 8 semester hours of supervised social work in local agencies. Taught at Xavier University.

SocW 403 **Community Organization** **3 sem. hrs.**
Identifies the characteristics of community organization as it relates to the field of social work. Specific attention is given to the various settings within which community organization is practiced and how community resources are identified and mobilized to solve community social problems. Taught at Xavier University.

SocW 404 **Clinical Group Work** **3 sem. hrs.**
An upper division course involving a more in depth study into group dynamics and techniques of working with groups. Students are required to participate in an experiential group if possible. Prerequisite: permission of instructor.

SocW 405 **Social Work Research** **3 sem. hrs.**
Familiarizes students with the use of scientific research in social work. Students will be trained primarily in the consumption of research, with the goal of promoting an understanding by the student of the impact of research on and application to practice.

SocW 406A, B, C **Independent Study** **1-2-3 sem. hrs.**
For advanced majors and with instructor's permission only. Topic and approach determined by the student and an assigned faculty member. Offered at Loyola, Dominican and Xavier.

SocW 407 **Social Aspects of Poverty** **3 sem. hrs.**
Seminar practicum. An exploration of the basic social, psychological and health related consequences of prolonged poverty. Emphasis on mental health problems of the poor and on techniques of therapeutic intervention. Integration of theoretical content of classes with a directed field experience.

SocW 408 **Social Policy** **3 sem. hrs.**
Seminar. An analysis of specific social policy developments in the United States. Consideration of contemporary and futuristic social policies are examined. Taught at Xavier University.

SocW 409 **Pro-Seminar** **3 sem. hrs.**
For advanced majors only. Offered occasionally and upon demand of faculty/students.

SOCIOLOGY

Socl 101 **Introductory Sociology** **3 sem. hrs.**
An introduction to the sociological perspective. Consideration of the concepts of society and culture. General survey of relevant theory and research to give the student an understanding of the sociologist's approach to human behavior.

Socl 201 **Social Problems** **3 sem. hrs.**
A broad one semester survey of current social problems in the American society. Topical areas include: population, race and minorities, poverty, delinquency, family, and health problems.

Socl 202 **Cultural Anthropology** **3 sem. hrs.**
A study of world cultures, past and present. Emphasis on the present. Reasons for change. Course offered at Tulane and at Xavier.

Socl 203 **Social Psychology** **3 sem. hrs.**
Review of psychological and sociological knowledge relevant to understanding the interrelations between society and social behavior. Exploration of the impact of social organization on social behavior, and, conversely, the impact of collective social behavior on social organization. Topics include: socialization; the processes of social and interpersonal perception, and patterns of social interaction, including affiliation, aggression, intergroup cooperation and conflict, and group problem solving.

Socl 204 **Criminology I: Deviant Behavior** **3 sem. hrs.**
A critical examination of the nature and extent of deviant and criminal behavior in complex, industrial societies. Particular attention will be given to the causes and consequences of deviant behavior, and to the social relations and processes associated with the more common forms of deviant and criminal expression within American society.

Socl 206 **Social Work and Drug Abuse** **3 sem. hrs.**
This course focuses on the sociological and psychological implications of alcohol and drug abuse with emphasis on social service delivery systems. Same as SocW 206.

Socl 207 **Medical Sociology** **3 sem. hrs.**
The sociological characteristics of sickness to include primitive medicine, the evolution of medicine, organization of medical care, the relationship between disease and environment, and the impact of health on society. This course is offered by Xavier University.

Socl 208 **Major Trends and Movements in American Society** **3 sem. hrs.**
An analysis of socio-cultural change as seen in secular trends and as promoted by types of voluntary organizations.

Socl 209 **Introduction to Criminal Justice** **3 sem. hrs.**
A survey course about the organization, structure, and function of the police, courts, and criminal systems. The analysis of these component parts of the criminal justice system is taken from a sociological and legal point of view.

Socl 210 **Minority Relations** **3 sem. hrs.**
The study of unequal power relations between dominant majorities and ethnic, racial, and religious minorities in the pluralistic American system.

Socl 211 **Sociology of Education** **3 sem. hrs.**
A sociological interpretation of education, its structure, and organization. The course looks at the school as an agent of society and to the social actor, from childhood to maturity, along the process of socialization.

Socl 225 **Social Statistics** **4 sem. hrs.**
Introduction to the use of statistics as a research instrument in sociology. Prerequisite: Math 115.

Socl 289 **The Planning of Social Change** **3 sem. hrs.**
This course is intended to develop a dialog among students and faculty on the nature, direction, consequences, and desirability of social change in the world, and on the prospects for planning the future shape of human society. Issues to be developed are basically three: 1) the degree to which man is now or soon can be in control of the process and direction of social change; 2) the feasibility of controlling the process and direction of social change; and 3) the desirability of controlling the future of society.

Socl 301 **Sociology of the Family** **3 sem. hrs.**
A review of theory and research concerned with the family as an institution. Special emphasis on cross cultural analysis.

Socl 302 **Sociology of Power and Politics** **3 sem. hrs.**
The sociological approach to politics and power. Special emphasis on American national and community power studies.

Socl 303 **Stratification and Power in America** **3 sem. hrs.**
Study of stratification systems in various societies with special emphasis on the process and effects of stratification in the United States.

Socl 305 **Sociology of Work and Occupations** **3 sem. hrs.**
Development and place of occupations and professions of modern life; personnel recruitment; education and careers; social relationship and the work role.

Socl 306 **Sociology of Religion** **3 sem. hrs.**
The functions of religion in society, religious and social variation, the inter-relations between religion and other social institutions. See Religious Studies 303.

Socl 307 **History of Social Thought: From the Beginnings to the Origins of Sociology** **3 sem. hrs.**
The history, social setting, and atmosphere surrounding the classical theorists.

Socl 308 **Sociological Theory: The 19th and 20th Centuries** **3 sem. hrs.**
A systematic analysis of the theories and related research of the contemporary sociologists.

Socl 309 **Urban Sociology** **3 sem. hrs.**
Sociological study of urban trends and problems.

Socl 310 **Population and Ecological Problems** **3 sem. hrs.**
An analysis of population trends and survey of recent literature on population problems and population distribution; limits to growth.

Socl 311 **Families in Crisis** **3 sem. hrs.**
The first half of the course provides an introduction to the family as an institution, focusing on structural and functional changes within the family. The second half is devoted to an examination of crisis within the family and focuses on techniques of therapeutic intervention into family groups. Same as SocW 311.

Socl 312 **Organizations in Society** **3 sem. hrs.**
An analysis of the models in the study of bureaucracy and large scale formal organizations. Topics for discussion include the various ideal models for studying organizations, structural characteristics of organizations, and problems of organizations in environmental relationships.

Socl 315 **Youth and Adolescence: Social Welfare Perspectives.** **3 sem. hrs.**
Seminar-practicum. Examination of the problems of America's youth and society's attempt to deal with them; focus on child welfare. Integration of theoretical content of classes with a directed field experience. Same as SocW 315.

Socl 317 **Small Group Dynamics** **3 sem. hrs.**
General review of the social-psychological literature on small group behavior. Emphasis is on major traditional and current empirical research and student experimental projects. Prerequisites: Either Socl 101, Psyc 101, Socl 203 or Psyc 312. Same as SocW 317.

Socl 326 **Research Methods and Techniques** **4 sem. hrs.**
Logical considerations in method and design of studies. Review of techniques currently in use. An empirical study must be completed by each student in the course in an area of his interest. Students are required to attend a methods laboratory and workshop regularly once a week. Prerequisite: Socl 225.

Socl 330 **Criminology II: Law and Social Control** **3 sem. hrs.**
Introduction to law and legal institutions as formal mechanisms for controlling deviant and criminal behavior. Emphasis will be placed on the social processes whereby laws are enacted, administered and enforced, and on the social institutions created to detect, process, punish and treat law violators.

Socl 349 **Aspects of Mental Health** **3 sem. hrs.**
Sociological analysis of the causes, effects, treatment, and prevention of mental illness.

Socl 394 **Field Practicum** **3 sem. hrs.**
This course involves the student in three semester hours of supervised practical application of sociological knowledge.

Socl 395 **Special Projects** **3 sem. hrs.**
Investigations designed for the special needs of the advanced student. Prerequisites: permission of instructor and one semester of field work.

Socl 399 **Independent Study** **3 sem. hrs.**

Socl 401 **Seminar: Race and Minorities** **3 sem. hrs.**

Socl 402 **Seminar: Contemporary Social Issues** **3 sem. hrs.**

Socl 403 **Seminar: Social Change** **3 sem. hrs.**

Socl 404 **Seminar: Urban Sociology** **3 sem. hrs.**

Socl 424 **Seminar: The Urban Family** **3 sem. hrs.**
A special course given by the combined faculties of Xavier, Dominican, and Loyola Universities. Admission requires permission of the respective departmental chairmen.

SPANISH

(see Modern Foreign Languages)

SPECIAL STUDIES

SpSt 130 **Career Exploration** **1 sem. hr.**
The objective of the course is to stimulate increasing self awareness on the part of the individual, thereby enhancing his/her ability to more adequately and accurately make vocational choices. To encourage the student to investigate various occupations which emerge as possibilities for him/her after the self assessment phase. To train students in job hunting techniques.

SpSt 131 **Study Skills** **1 sem. hr.**
Students will meet for an hour group session twice weekly during the semester. Presentations and demonstrations of higher-level learning techniques will be given. Assignments will entail applications of the learning techniques to students' own class work. In addition to the group sessions, the counselor will be available for individual conferences during which a student may discuss his or her specific areas of learning difficulty and the counselor will attempt to

individualize the methods by tailoring them to personalities and schedules.

SpSt 191-192 Independent Studies 3-3 sem. hrs.
Individual readings and discussion for the special student with freshman standing. Admission by permission of the Dean.

SpSt 241 Human Values and Campus Relationships 1 sem. hr.
The course will be based on clarifying your values, how you determine what is important, and the impact of your personal values on your personal relationships. Three themes will predominate: human sexuality; religion, society and community; and your life — by choice or by chance which will examine the values which govern your life, what you hope to achieve, and examine the interrelationships between education, future occupation, and your other life goals. The course will utilize short lectures as a prelude to small-group discussion. Students will be expected to keep a regular journal.

SpSt 251 Peer Adviser Development 2 sem. hrs.
This course is designed to prepare students to serve as peer advisers in the Peer Adviser program. The Peer Adviser program serves as an information and referral center for students, especially commuting students. Additionally, peer advisers work with new student orientation and related programs. The course itself focuses on personal communications, listening skills, self-awareness, and familiarizing the student in great detail with the operations and procedures of the university. All persons interested in helping develop the Peer Adviser program are encouraged to participate.

SpSt 261 Leadership Development 2 sem. hrs.
This course focuses on the development of student leadership skills and contemporary methods of group dynamics as they relate to the programming efforts of student organizations and the university. Significant time will be given to understanding the educational value of participating in student programming efforts, as well as the relationship of these efforts to the academic process. Participants will be expected to make regular class presentations as well as complete a minor paper. The course is open to students in leadership positions as well as persons seeking to become involved.

SpSt 291-292 Independent Studies 3-3 sem. hrs.
Individual readings and discussion for the special student with sophomore standing. Admission by permission of the Dean.

SpSt 309-310 Workshop in Group Experience 3-3 sem. hrs.
This is the first of three training courses used to prepare student instructors for the psychology departments' mastery education program. SpSt 309-310 focuses on the experience of being a student instructor, specifically how to facilitate learning in small groups and how to conduct evaluations for mastery of unit concepts.

SpSt 351 Resident Assistant Preparation 2 sem. hrs.
This course is mandatory for all persons who wish to become a resident assistant in the Loyola residence halls. The course will involve group discussion and lectures by persons from local community agencies on "what the helping relation is"; a look into "the art of being a helping person"; how to handle administrative duties; how to be an organizer; how to listen to people; and learning to relate to others on a one-to-one basis and in a small group.

SpSt 391-392 Advanced Independent Study **3-3 sem. hrs.**
Individual readings and discussion for the special student with junior or senior standing. Admission by permission of the dean.

VISUAL ARTS

VsArt 100-101 Art Fundamentals **3-3 sem. hrs.**
For art majors the core of the art curriculum. Inventive rediscovery of color, shape, line, and all art elements. Classes provide uninterrupted concentration in studio work, direction, and discussion with individual professors.

VsArt 110-111 Drawing **3-3 sem. hrs.**
Perspective drawing with time for analysis of concepts and innovations in rendering. Problems of approach, interpretation.

VsArt 112-113 Seminar **3-3 sem. hrs.**
Reading-discussion seminar in ideas, attitudes, expressions, systems, and structures of the modern age (from about 1750).

VsArt 125 Survey of World Art I **3 sem. hrs.**
Concentration on painting, sculpture, and architecture from the past, acquainting art majors and others with structures, concepts by use of visual aids. Period of study from Prehistory to Gothic.

VsArt 126 Survey of World Art II **3 sem. hrs.**
Concentration on painting, sculpture, and architecture from the past, acquainting art majors and others with structures, concepts by use of visual aids. Period of study from Renaissance to present.

VsArt 200-201 Drawing I and II **3-3 sem. hrs.**
The strong thread of continuity in the four year undergraduate curriculum is drawing understood as an exploratory, generative, inventive, and expressive activity. Drawing of all kinds, in all media and in color is considered as the ground of most "visual thinking" and as the spring from which ideas flow. Drawing courses are required of all majors in every year.

VsArt 202-203 Two and Three Dimensional Imagemaking **3-3 sem. hrs.**
The development of visual ideas in painting, graphics, (printmaking), photography, and sculpture with tutorial and technical assistance.

VsArt 204-205 Painting Studio I **3-3 sem. hrs.**
The development of the sense for two-dimensional space and organization of shape and color through studio work with all painting media. Emphasis on individual development.

VsArt 215 Color and Drawing **3 sem. hrs.**
Color is examined in as many of its aspects as possible — theoretical, psychological, technical, and emotional — through color experiments and illustrated lectures. Beginning drawing.

VsArt 216 Painting for NonArt Majors **3 sem. hrs.**
Students with no art background are given opportunity to draw, paint under supervision, guidance and direction. Individual talents are allowed freedom to expand. Discussions as well as exercises are important.

VsArt 221 **Printmaking I** **3 sem. hrs.**
The development of designs into prints, using various techniques such as silkscreen, photo-silkscreen, block print, etching, lithography, etc.

VsArt 222 **Printmaking II** **3 sem. hrs.**
An extension of Printmaking I, with further development into individual exploration and inventiveness.

VsArt 235-236 **Ceramics I** **3-3 sem. hrs.**
Concentration on design with clay. Potter's wheel important skill for beginners. Students design shapes, glaze, and fire work.

VsArt 237-238 **Ceramics II** **3-3 sem. hrs.**
A continuation of the work and development of Ceramics I. Exploration of form, design, and unusual techniques. The chemistry of glazes, Raku, and primitive firings.

VsArt 250-251 **Metal Sculpture** **3-3 sem. hrs.**
Construction and metal work. The studio teaching of add-on techniques in various materials (such as wood, plastics, metal, cloth), using soldering, welding, and cold assembly methods.

VsArt 252-253 **Sculpture Studio I** **3-3 sem. hrs.**
Modeling and mould-making techniques. The development of the sense for the third dimension, for sculptural form, through studio work with various materials (clay, plastic, wood, wire, etc.).

VsArt 300-301 **Drawing III and IV** **3-3 sem. hrs.**
A course designed to further skills of advanced art majors, working with individual professors. Problem solving when advisable.

VsArt 304-305 **Painting Studio II** **3-3 sem. hrs.**
Expansion of Painting Studio I methods, independent projects, advanced techniques.

VsArt 308-309 **Classical Drawing** **3-3 sem. hrs.**
Drawing as objective rendering of the object; figure drawing. Drawing as an art form.

VsArt 310 **Art of the Child** **3 sem. hrs.**
An examination of the form and content in children's art from age two to adolescence, as related to physical, emotional and intellectual patterns of growth. The development of an aesthetic appreciation of children's art, and the demonstration of art's significance in the general development of the child.

VsArt 331 **Art and the Modern Circumstance** **3 sem. hrs.**
This course attempts to find a relationship between art and that period of "historical crisis" which extends from about 1790 to the present.

VsArt 332 **Ancient Art** **3 sem. hrs.**
Monuments of Egypt, Mesopotamia with speculations on religion; society related to the arts of past civilizations.

VsArt 334 **Classical Art** **3 sem. hrs.**
Trends in Roman and Greek development of style, iconography with highlights of other culture.

VsArt 336 **Medieval Art** **3 sem. hrs.**
Concentration in early Christian, romanesque and gothic periods with emphasis on architecture, sculpture, and painting as dominant areas.

VsArt 338 **Renaissance Art** **3 sem. hrs.**
Introduction to visual monuments of Italian and northern Renaissance with emphasis on continuity in great masters and developing influences.

VsArt 340 **Baroque Art** **3 sem. hrs.**
Study of architecture especially during 16th and 17th centuries with effect on other visual arts at the same time.

VsArt 342 **Modern Art** **3 sem. hrs.**
Trends from 1800 to the present with particular concern for social comments are reflected in contemporary works of art.

VsArt 344 **Oriental Art** **3 sem. hrs.**
Broad survey of art and architecture of India, China, and Japan. Attempt to relate art with far eastern attitudes, religion.

VsArt 346 **American Art** **3 sem. hrs.**
Events and styles of painting and architecture from new world with attempts to relate derivative sources from old world.

VsArt 352-353 **Sculpture Studio II** **3-3 sem. hrs.**
Expansion of Sculpture Studio II methods, independent project, advanced techniques.

VsArt 354 **Art Concentration** **3-3 sem. hrs.**
Student work toward a senior exhibition.

VsArt 390-391 **Advanced Independent Study** **3-3 sem. hrs.**
For the third and fourth year student, working independently under individual tutoring.

VsArt 398-399 **Senior Show** **3-3 sem. hrs.**
The preparation and installation of a show (if possible in a gallery) of the student's work, prior to (and required for) graduation.

VsArt 400 **European Trip** **4 sem. hrs.**
An on-the-spot survey of architecture, painting, sculpture, and other arts, ancient and contemporary, of England, continental Europe, and Scandinavian countries. The course will consist of four weeks of travel beginning in June. For more details consult Loyola Bulletin on International Studies Program. Research paper required.

SPIRITUAL LIFE

Dean of Campus Ministry: Rev. Joseph P. McGill, S.J.

Loyola University is a Catholic Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. This implies not only a transcultural consciousness, but also an active involvement in the academic, social, and administrative activities of the community, and a deepening awareness of the interior or contemplative life of the community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. Campus Ministry is neither a Newman Club nor a parish, but is a department in union with the whole university.

LITURGIES

Mass is held several times each day either in one of the campus chapels or in the Most Holy Name of Jesus Church. Penance services including the Sacrament of Reconciliation, are held regularly. The direct pastoral ministry involves campus ministers and other religious in numerous weekend and daily liturgies open to both on-campus and off-campus communities. There are other liturgies and para-liturgical services for alumni groups, fraternities and sororities, and Campus Ministry also sponsors a Pre-Cana conference.

PUBLIC SPIRITUALITY

Through silent weekend retreats, film series, a Public Spirituality Weekend, and a lecture forum, we hope to encourage the students, faculty, and staff of Loyola to search deep within themselves and get in touch with that root of our being that we share with all of humanity and from which our activity springs.

The Program in Public Spirituality is designed: 1) to bring Christians to a greater awareness of their responsibility as Christians to live out their Christianity in their daily lives; and 2) to unite all peoples of all faiths and convictions at that point where they all come together. We believe that we have much more in common in our shared concern and our human solidarity than in our unshared concepts which separate us.

LUCAP

The Loyola University Community Action Program (LUCAP), an organization within Campus Ministry, provides educational and apostolic experiences beyond the campus. Student volunteers are involved in recreational, tutorial, and rehabilitation programs for prisoners, emotionally disturbed, underprivileged, handicapped, disadvantaged, and elderly persons in one of many centers in New Orleans.

STUDENT LIFE

Student Life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

ACADEMIC COUNSELING

Each student at Loyola is assigned an academic adviser, a full-time faculty member, who will assist the student in planning his schedule, and who will discuss with him the problems he may encounter in his academic career. The student should see his adviser at least twice a semester.

COUNSELING AND CAREER DEVELOPMENT

The Counseling and Career Development Center administers a program of personal, educational, and vocational counseling and testing services to all registered students. It is intended to serve students who want and need professional assistance with career plans, academic goals, or with personal-emotional difficulties affecting their adjustment, motivation, and feelings. This service is offered on an individual and confidential basis.

Job placement is another primary function of the center. A file of available jobs is maintained to assist students seeking part-time work and summer jobs. An active job placement program is run for senior students seeking full-time employment upon graduation.

For the international student, the center has a counselor to advise and coordinate activities of interest and assistance to these scholars.

STUDENT HOUSING

Loyola operates two residence halls on campus, Biever Hall for men and Buddig Hall for women. Both residences were designed for and primarily house undergraduate students. There are no accommodations for married students on campus.

Full-time undergraduate freshmen who are not within commuting distance of Loyola are required to reside in university housing. Out-of-town students will receive housing information with the letter of acceptance to the freshmen class.

Biever Hall is a six story residence with a capacity of housing 410 men. It is centrally heated and air conditioned. All rooms are for double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks, and a telephone. When space permits, double rooms may be occupied as singles for an extra semester charge. Mail boxes, laundry facilities, study lounges, recreation and television rooms

are located within the residence hall. Jesuit priests, living on each floor, are available for counseling.

Buddig Hall is a twelve story residence with a capacity of accommodating 429 women. Each suite houses four students in double rooms with a shared bath and individual heating and air-conditioning controls. Each room is furnished with basin vanities, two single beds, two desks, two closets, two chests of drawers, a bulletin board, and a telephone. A limited number of private rooms with baths are available. These single rooms are assigned to upperclassmen who has previously resided in the hall. Study rooms, laundry facilities, recreation rooms, mail boxes, and a community kitchen are located within the residence hall. Three women religious reside in Buddig hall and are available for counseling.

Residents of both residence halls are subject to the housing policies which are promulgated in the *Student Handbook*. Supervision is provided by full-time resident directors and a staff of resident assistants in each hall.

Requests for accommodations should be forwarded directly to the Housing Office following receipt of acceptance. Reservations are confirmed only after receipt of a signed contract and a $50 housing deposit, which is not refundable in the event the student cancels. Housing contracts are for both the fall and spring semesters.

STUDENT HEALTH SERVICE

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The health service is directed by a medical doctor and is staffed by a registered nurse, Mondry thru Friday from 8:30 a.m. to 4:45 p.m. Four days a week, a physician is available during designated hours to see students. Emergency evening, weekend, and holiday care is under the supervision of a licensed practical nurse who resides on campus. Treatment by health center personnel is provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

HEALTH INSURANCE

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Information and premium rates are sent to all students each summer by the insurance company. Those failing to receive

health insurance information by mail may get details on it, from the Student Health Service.

IDENTIFICATION CARDS

Picture identification cards are made during the registration period. These cards are used for admittance to campus events, sometimes free or at reduced rates, and for other activities.

Students must obtain these Loyola identification cards and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the director of the University Center. Replacement cards are $3.

STUDENT ACTIVITIES

The activities program and the student organizations, which form an integral part of this program, constitutes one of the best opportunities for students to achieve educational relevance in leisure time activities. Through participation in campus activities students are provided with the opportunity to integrate the experiences of the classroom with everyday experiences of living and working in a society of people of varied interests, ideas, and values. The student activities program is therefore considered an extension of the classroom and hence an important part of the total educational program of the university.

There are approximately 71 student organizations recognized and active on the Loyola campus. They are classified in the following categories: club sports, social fraternities, honorary fraternities and organizations, professional and academic societies, religious organizations, service organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is contained in the *Student Handbook*.

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association consists of elected members representing the four undergraduate colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure imput in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

THE UNIVERSITY CENTER AND STUDENT UNION

The University Center, known at Loyola as the Danna Center, and the Student Union are closely aligned in that the Student Union is the governing body of the center.

Objectives established for Danna Center by the Student Union aim at making it a campus center where all members of the university can meet, formally and informally; providing services and facilities to the university; complimenting the educational goals of Loyola by providing cultural, social, and recreational programs; and maintaining the center as an open forum where all sides of issues may be aired.

The facilities of the Danna Center provide the environment for Student Union, student government, and student organization activities. In addition to housing food service facilities, lounges, recreational areas, art gallery, Student Affairs offices, student organization offices, and a book store are located in the center.

RECREATION AND INTRAMURAL SPORTS

The Recreation and Intramural Sports program offers a comprehensive sports program, which provides students with opportunities for self-directed recreation, competitive sports, and leisure time activities in some form of physical exercise. The program of activities is designed to provide every student, regardless of ability, the occasion to participate in the program. The university also cooperates in the sponsorship of several club sports which compete with other universities and athletic organizations.

OFFICIAL UNIVERSITY PUBLICATIONS

UNDERGRADUATE BULLETIN — This publication contains academic information on undergraduate programs including admission requirements, tuition and fees, academic regulations, the academic calendar, programs of study and curriculum, and course descriptions. Published annually and available in Office of Admissions and Office of the Registrar.

GRADUATE BULLETIN — This publication contains academic information on graduate programs including admission requirements, tuition and fees, graduate regulations, programs of study, and course descriptions. Published every two years and obtainable in the Office of Admissions.

LAW SCHOOL BULLETIN — This publication contains academic information on the School of Law, including admission requirements, tuition and fees, academic regulations, programs of study, and course descriptions. Published every two years and obtainable in the Law School Admissions Office.

STUDENT HANDBOOK — This publication contains information on the nonacademic aspects of campus life. Policy on student activities, organizations, and conduct are outlined therein. Published annually and distributed during registration. Available from the Student Affairs Office at other times.

DIRECTORY — This publication contains the names, locations, and phone numbers of offices, administrators, faculty, staff, and students. It also lists like information on recognized student organizations and Faculty Senate standing committees. Published annually. Available from the Student Activities Office or Public Relations Office.

COURSE SCHEDULE — This publication lists the course number, department, section, and title in addition to the semester hours, room number, time and day offered, and the instructor. All courses taught at schools in the New Orleans Consortium are listed. Published prior to the fall and spring semesters to aid in preparing schedules for preregistration and registration. Available in the Registrar's Office.

CITY COLLEGE SCHEDULE — This flyer gives basic information on City College as well as the course number, department, section, title, semester hours, room number, time and day offered, and the instructor of courses in this primarily evening program. Published prior to the fall and spring semesters and the summer session. Available from the City College Office.

SUMMER SESSION BULLETIN AND SCHEDULE — This publication gives information on the summer sessions including all information on courses and their scheduled times and places. Published in March and available from the Admissions Office or Registrar's Office.

Students are responsible for securing copies of official university publications which pertain to them and for knowledge and adherence to the policies, regulations, and procedures published therein.

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[1] On leave as president of the Association of Independent Colleges and Universities of Louisiana.

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Institutional Research ..... John F. Sears, M.B.A., *Director*
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A.B., Spring Hill College, 1967; M.A., Duke University, 1969; Ph.D., ibid., 1973; M.Div., Woodstock College, 1974; S.T.M., ibid., 1975.

ALVIN J. AUBRY, Ph.D., *Associate Professor of Education.*
B.A., Xavier University, 1937; M.A., ibid., 1950; Ed.D., Indiana University, 1963.

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B.S., Florida State University, 1961; M.A., ibid., 1963; Ph.D., Louisiana State University, 1971.

STEVEN BARKER, Cand. Ph.D., *Instructor in Communications.*
A.B.J., University of Georgia, 1968; M.A., ibid., 1974; Cand. Ph.D., Ohio State University.

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B.B.A., Loyola University, New Orleans, 1967; Ph.D., Michigan State University, 1974.

JAMES H. BASKETT, Ph.D., *Assistant Professor of Economics.*
B.B.A., Texas Tech University, 1961; M.A., ibid., 1966; M.B.A., West Texas State University; Ph.D., University of Arizona, 1976.

E. LETITIA BEARD, Ph.D., *Professor of Cellular Physiology.*
B.A., Texas Christian University, 1952; B.S., ibid., 1953; M.T. (ASCP), 1953; M.S., Texas Christian University, 1955; Ph.D., Tulane University, 1961.

RALPH T. BELL, B.A., *Associate Professor of Journalism.*
B.A., Rice University, 1957.

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A.B., St. Louis University, 1936; M.S., Fordham University, 1940; Ph.D., ibid., 1946.

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B.A., University of Nebraska, 1974; M.P.A., Jacksonville University, 1976.

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B.S., Spring Hill College, 1950; M.A., Louisiana State University, 1952; Ph.D., ibid., 1960.

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B.S., Loyola University, New Orleans, 1942; M.B.A., Louisiana State University, 1950; C.P.A., 1953.

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A.A., St. Joseph Seminary, 1960; B.A., Notre Dame Seminary, 1962; M.A., ibid., 1964; M.A., Notre Dame University, 1965; Ph.D., Duquesne University, 1970.

DONALD V. BRADY, Ph.D., *Associate Professor of Drama and Speech.*
B.A., Texas Western College, 1958; M.A., Tulane University, 1960; Ph.D., ibid., 1965.

CARL H. BRANS, Ph.D., *Professor of Physics.*
B.S., Loyola University, New Orleans, 1957; Ph.D., Princeton University, 1961.

CHARLES E. BRASWELL, Mus.M., *Professor of Music Therapy; Chairman of the Department.*
B.M., North Texas State University, 1950; Mus.M., American Conservatory of Music, Chicago, 1952; R.M.T., Kansas University and the Menninger Clinic, 1956.

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B.A., University of Notre Dame, 1963; Ph.D., University of Texas at Austin, 1974.

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B.S., New York University, 1950; M.Ed., Loyola University, New Orleans, 1969.

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B.A., Newcomb College, 1939; Mus.M., University of Michigan, 1947; Ph.D., Tulane University, 1975.

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B.A., Tulane University, 1952; B.S., Louisiana State University, 1956; M.A., ibid., 1957.

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B.S., Spring Hill College, 1952; M.S., Fordham University, 1953; Ph.D., The Catholic University of America, 1956; S.T.L., Woodstock College, 1959.

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B.M.E., Loyola University, New Orleans, 1949; M.M.E., Louisiana State University, 1951; Mus.M., ibid., 1952.

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THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition. The fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the Fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the river to about Jackson Ave. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847 the priests bought a small piece of the same land they owned nearly a century before and in 1849 the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of $75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold

enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was $22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered $7,500 more for the property.

In May, 1890 the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "little Jesuits," was built and Mass was celebrated in it in May, 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. First president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907 Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. This group, with the assistance of its ladies auxiliary, was responsible for the building in 1910 of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911 the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments — what are now known as college programs — to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr. of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In

1919 the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973 the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets, and later moved to Jackson Ave. and Carondelet St. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947 a four year degree program leading to a bachelor of science degree in economics was offered by the College of Arts and Sciences. In 1947 the department of commerce of A & S expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall, its present home, shortly thereafter. Dr. John V. Conner was the first dean. In 1950 the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957 the college was admitted to full membership.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians, and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret St. was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

Loyola in 1964 completed major physical plant expansion with the dedication of three new buildings, a 404-student men's residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating cooling plant. In 1967 Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000 square feet Science Complex. This impressive structure houses science oriented departments and the science library.

Today Loyola is the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.

ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

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Wheeling College, Wheeling

WISCONSIN
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POLICY ON NONDISCRIMINATION

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin or sex.

Title VI of the Civil Rights Act of 1964, 42 USC 2000d, and Title IX of the Educational Amendments of 1972, 20 USC 1681, 1682 and 45 CFR, Part 86 prohibit such discrimination.

Inquiries concerning Title IX's sex discrimination regulations may be referred to Dennis L. Rousseau, School of Law, Loyola University, 6363 St. Charles Avenue, New Orleans, La., 70118, (504-865-2270) or the Director of the Office for Civil Rights.

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ACADEMIC CALENDAR

FOR UNDERGRADUATE STUDENTS

SUMMER SESSIONS 1977

June

1	Wednesday	Registration for first session — Day
1	Wednesday	Registration for City College
2	Thursday	Late registration for all colleges
2	Thursday	Classes begin
6	Monday	Last day for late registration and for adding courses
22	Wednesday	Last day in first session to apply for graduation in August 1977
24	Friday	Last day to withdraw from a course in first session

July

4	Monday	University holiday
7	Thursday	All final examinations
8	Friday	Registration for second session — Day
8	Friday	Registration for City College
11	Monday	Classes begin
11	Monday	Late registration for all colleges
15	Friday	Last day for late registration and for adding courses
15	Friday	Last day in second session to apply for graduation in August 1977

August

4	Thursday	Last day to withdraw from a course
12	Friday	All final examinations

FALL SEMESTER 1977

August

18	Thurdsay	New students arrive
19-23	Friday-Tuesday	Orientation for new undergraduate students
22	Monday	Registration for City College students
23	Tuesday	Registration for undergraduate day students
24	Wednesday	Classes begin for undergraduate students
25-26	Thursday-Friday	Late registration
25-31	Thursday-Wednesday	Period to add courses, drop courses, change to full-time status, change to audit, and change to pass-fail

September

5	Monday	Labor day holiday

October

4-12	Tuesday-Wednesday	Mid-term period
14	Friday	Mid-term appraisals for undergraduates due
17	Monday	Octoberfest holiday for undergraduate students
20	Thursday	Last day to apply for graduation in May 1978

November

1	Tuesday	All Saint's Day holiday
23	Wednesday	Thanksgiving holidays begin for undergraduate students
28	Monday	Classes resume
28-30	Monday-Wednesday	Early registration for Spring 1978

December

1-2	Thursday-Friday	Early registration for Spring 1978 continues for day students
5	Monday	Last day of City College classes
6-15	Tuesday-Thursday	City College examinations
8	Thursday	Immaculate Conception holiday for undergraduate students
9	Friday	Last day of daytime classes
12-17	Monday-Saturday	Final examinations for students in day classes

SPRING SEMESTER 1978

January

11	Wednesday	New students arrive
12	Thursday	Orientation for new undergraduate students
12	Thursday	Registration for City College students
13	Friday	Registration for undergraduate day students
16	Monday	Classes begin
16-17	Monday-Tuesday	Late registration
16-20	Monday-Friday	Period to add courses, drop courses, change to full-time status, change to audit, and change to pass-fail

February

6-8	Monday-Wednesday	Mardi Gras holidays

March

1-8	Wednesday-Wednesday	Mid-term period
10	Friday	Mid-term appraisals for undergraduates due
22	Wednesday	Easter holidays begin for undergraduate students
28	Tuesday	Classes resume

April

24-28	Monday-Friday	Early registration for summer session and fall semester 1978 for day students
28	Friday	Last day of City College classes

May

1-10	Monday-Wednesday	City College examinations
3	Wednesday	Last day of daytime classes
4	Thursday	Quiet Day (day students only)
5-10	Friday-Wednesday	Final examinations for students in day classes
9	Tuesday	Graduating seniors grades due
15	Monday	Baccalaureate Mass
16	Tuesday	Commencement for A&S, Business Administration, City College, Music, and Graduate students

UNDERGRADUATE STUDIES

LOYOLA UNIVERSITY

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